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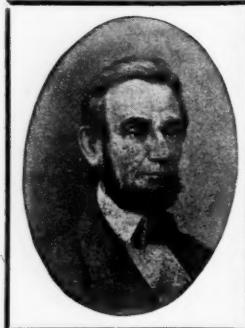
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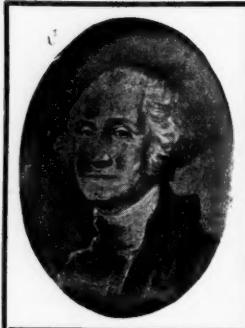
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# THE SCHOOL JOURNAL

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## German Elementary Schools.

Educational leaders have constantly gone to Germany for the best ideas in education. The rank and file of the profession realize this but they know little of the system actually in use by the Germans. And it is an admirable system whose general arrangement even is fertile in suggestion. In several directions we find points solved which still vex American schools and schoolmasters.

Elementary education is compulsory throughout the country. The child has to commence his school career at the age of six and the law keeps him there until he is about fourteen. The age for leaving school is an indeterminate one. The district school inspector is the judge and he compels school attendance until the child has reached the required grade. All children are obliged to receive a certain amount of schooling. If they do not obtain it elsewhere to the satisfaction of the state authorities, they must go to the public elementary schools. As a result of this state oversight about ninety-five out of every hundred children of school age are instructed in these schools.

This instruction is free in some parts of Germany, but not in all. Prussia, the state of greatest interest, has free elementary schools. In Saxony the parents have to pay a small annual fee of perhaps \$1.50.

One question which is causing a great amount of discussion with us, the religious problem, is well solved in Germany. This is the more important because some of the German public virtues, which we lack, seem to be directly attributable to this religious training. Among these the following are traced by the keenest observers to the educational system: The sense of duty and responsibility, respect for law, self-restraint, and the absence of corruption in public life. This retention of systematic religious teaching shows that the Germans have known how to keep the best of the old while building up the new.

The function of the public elementary school, according to the school law, is "the religious, moral, and patriotic training of the young by education and teaching, and their instruction in the general knowledge and acquirements requisite for civil life." This gives the key to the system of education. Character and conduct are the primary objects of instruction, followed by love of country, and then a general knowledge. Religion is regarded as the foundation of morality. The German holds that morality cannot be taught apart from religion and that religious teaching, to be effective, must be dogmatic.

The law arranges for such teaching. The schools are denominational and separate for Roman Catholics and Lutherans. Where there are not enough children of one confession to form a separate school, mixed schools are formed, but the children receive religious instruction from teachers of their own faith. In many towns there are separate Jewish schools, and occasionally one or two of some other sect.

All are on equal footing before the law, which orders religious teaching, but leaves the choice free.

The instruction is divided into Biblical history and the study of the catechism. The latter is essentially dogmatic. Three hours a week are given to Biblical

history and two to catechism. In Lutheran schools both are taught by the teachers. In Catholic schools Biblical history is taught by the teachers and catechism by the clergy.

The other subjects of the German elementary course of study are the German language, arithmetic, including the elements of geometry, drawing, history, geography, natural history and singing. The boys have gymnastics and the girls instruction in household work. Especial stress is laid upon the work in language. The children are to speak, read, and write correctly; and particular stress is laid upon clear enunciation and good pronunciation. In accordance with the traits of the German character, thoroughness is the great aim of the work.

The school year extends over from forty to forty-six weeks. The holidays occupy some eight or nine weeks. The school week ranges from twenty hours in the lowest classes to thirty-two in the highest. Co-education is not favored at all, and the boys and girls are separated as far as possible.

As to the subject of corporal punishment, it is allowed, but teachers are directed to administer it as sparingly as possible. The law on the subject reads as follows: "Only after repeated and unsuccessful application of reprimand, standing out, detention after schools, etc., or on account of flagrant disobedience or gross misconduct, is a moderate corporal chastisement permitted, but always in a measured form and so as not to be injurious to health. The corporal punishment of girls is to be avoided to the utmost."

As the readers of THE SCHOOL JOURNAL are aware, the best ideas in school buildings were worked out in Germany. The law regulates the height and cubic space of rooms and other matters relating to building construction. Great attention is paid to ventilation, warming and light. The Germans appreciate the value of good light. They understand that a bad light spoils the eyesight by straining accommodation, and that a good one greatly increases efficiency by diminishing the expenditure of nerve energy on mere perception.

The strongest point in the German system is the teaching staff. The teachers are trained in seminaries, of which there are 129 in Prussia, 120 for men and nine for women. The course lasts three years, but the training really extends over six years, as the seminary is preceded by three years in preparatory institutes, which are maintained either by the state or by municipalities. In Saxony the whole six years are passed in state training colleges. Appointments as teachers are obtained as the result of examinations at the close of the training course.

In addition to the systematic preparation for the career thus secured, the efficiency of the teachers is promoted by their recognized position. They have the duties and rights of civil servants and as such enjoy various privileges, including partial exemption from liability to military service and from municipal taxes, as well as an assured and sufficient income and a pension. The position also has a moral value which it is to be hoped it will have in the United States some day. It carries with it a dignity and respect which generate self-respect and self-confidence in the teacher.

## The Grammar School Pupil as an Author.\*

By Principal Melvin Hix, Borough of Queens, N. Y.

When children reach the grammar grades they already possess a considerable stock of free ideas. These are, for the most part, useless in composition work because they are unorganized, unrelated, and inaccurate. In the language of Herbart, it is the business of the teacher to correct, to organize, and to complete the child's previous stock of ideas and thus weld them into a complete and harmonious "circle of knowledge." Hence the importance of class work in preparation for writing. In this preparatory work the teacher has an opportunity to organize the ideas already in the pupil's mind, to supplement them by the ideas in the possession of the rest of the class, and others gained by observation and study.

There is a certain sense in which children are the best teachers of children; they are less likely to aim too high; one child can often understand another's explanation better than he can the teacher's. It is a question of point of view. Now by a discussion in class we take advantage of this and get from each for the benefit of all, whatever knowledge may suit our purpose. Adult authors do not depend upon the stock of ideas in their possession when they undertake to write up a subject. No one save a heaven-born genius can do that, and geniuses are scarce in school-rooms as in the world at large. Having evoked all the ideas in the possession of the pupils that are pertinent, the teacher must proceed to help her pupils to organize and extend their knowledge. This may be done by interesting talks, by the reading of suitable selections, by indicating sources of information, and by stimulating pupils to keep their eyes and ears open for new information.

Let me give an illustration of what I mean. When I taught an elementary class, I usually had, each spring, a composition on "The Return of the Birds." This would be written about the first of May. We prepared for it at least two months in advance. I would ask the pupils to keep their eyes open to see which birds were the first to return, and to make an effort to learn as much as possible about them. I read to them a few paragraphs from the works of John Burroughs, Thoreau, or other prose writers and some poems or stanzas relating to the return of the birds, such as: "Robin's Come," by Caldwell, beginning:

From the elm tree's topmost bough,  
Hark! the Robin's early song!  
Telling one and all that now  
Merry spring time hastens along:  
Welcome tidings dost thou bring,  
Little harbinger of spring,  
Robin's come!

Or the following from Stedman's "Seeking the May-flower":

The sweetest sound of the whole year round—  
'Tis the first Robin of the Spring!  
The song of the full orchard choir  
Is not so fine a thing.

Or the following from Henry Van Dyke's "The Song Sparrow":

There is a bird I know so well,  
It seems as if he must have sung  
Beside my crib when I was young;  
Before I knew the way to spell  
The name of even the smallest bird;  
His gentle, joyful song I heard.  
Now see if you can tell, my dear,  
What bird it is that every year  
Sings "Sweet-sweet-sweet very merry cheer."

Every morning or so, I would ask what birds had been seen or heard, and there was a pretty general lookout to see the first robin or bluebird. I put such questions as, "Does the robin walk or hop? Where do you see him oftenest? When does he sing most? Where do you see the bluebird oftenest? How can you tell a song

\*Selections from an address delivered by Principal Hix before the State Teachers' Association of New Jersey.

sparrow from an English sparrow?" I referred them to the encyclopedia. Some would become puzzled by confusing the English robin with our own redbreast. This would bring up the old English folk-tale about "The Babes in the Wood."

They observed, too, that the bluebird has a redbreast, and were interested in the fact that the early colonists called him the American redbreast or the American robin. They learned with interest that the robin (so-called) is not a robin at all but a species of thrush. This led inevitably to an interest in that sweetest singer of all the birds of the roadside thickets, the common wood thrush. There was a regular raid on the library for books like "Bird Life," by Chapman, and the works of Burroughs, Thoreau, and others dealing with spring, and with birds.

This sort of work is possible in the schools of the largest city, tho of course just what your subject shall be and how it shall be worked out depends upon your environment. In New York, parks are accessible to most of the children, and others will of their own accord make quite long excursions to watch the birds.

It will be seen readily how all this correlates with nature study and recalls the work of the lower grades. You see, too, how it encourages observation, sharpens the senses and breeds a love of nature. Speaking of sharpening the senses, it is a sad fact that many, I may say most, people lose much that is sweetest and brightest in this beautiful world of ours because they are blind and deaf to the color and the music which nature offers so lavishly to all who will see and hear. I have often stopped entranced to listen to the melody of what Mr. Van Dyke calls "the wood notes of the veery" or the sweet vesper hymn of the wood thrush, when my companions have heard nothing. I have stopped to enjoy the loveliness of some tiny wayside flower whose beauty was lost to my companions because they could not see it. Do you think it strange that composition should be used to sharpen the senses? Try it yourself. Determine to write an essay about some common bird or flower or tree. See how much you will notice that you had never observed before.

Our work on the "Return of the Birds" would result, also, in many pupils' reading Longfellow's "Birds of Killingworth," one of the grandest sermons in all literature against the cruelty and folly of destroying those innocent creatures which the all-loving Creator sends to us to give to the world beauty of color and of song.

The incidental mention of the robin of old England brought in something of geography and history, and a talk about the migration of the birds would bring in more. With all of these can a single composition be made to correlate without undue forcing and with a decided gain to the composition.

Do not think that we spent too much time on the composition work. Most of our preparation was done incidentally and much of it out of doors. Children would come in early, eager to tell what they had observed. They would discuss the matter among themselves, compare notes, etc. Thus the subject was kept continually before their minds, new relations were brought out between old facts, and their circle of knowledge expanded naturally and easily.

At this point I desire to speak upon a subject about which I expect most of you to disagree with me: I refer to the writing of verse as a class exercise. I firmly believe that every child that completes an elementary school course ought to be taught enough about the mechanics of versification to appreciate roughly, at least, the effect produced by a poetic arrangement of words. Names of lines, feet, or stanzas should not be required of the pupil, but the teacher should use the commoner ones till the pupils understand them when used.

When the commoner forms of lines and feet have been explained to them it is time for the pupils to try

their hands at arranging their own words in lines of more or less regular verse form. Some of them will show considerable aptitude at this. I would not, however, generally make this work compulsory, at first at least. My own plan was to say, when we wrote on the "Return of the Birds" or some other subject that would lend itself easily to lyric treatment, that I would be glad to receive any reasonably good attempt at verse instead of a prose composition. I often got several fairly good ones. Here are some of them :

### The Robin

Oh, pretty Robin, with thy red breast,  
How brightly and gayly thou art dressed,  
In thy various colored Summer gown  
Of gaudy red and darker brown,

Singing so sweetly on a green tree;  
Looking so happily down upon me.  
While thy mate sleeps in her nest,  
Sleep thou, too, with head on breast.  
Having no fear, or care, or sorrow,  
Never thinking of the morrow.

Thou art the herald of the Spring;  
The last to leave us when cold winds bring  
The whirling snow and the ice so cold;  
Thou still with us thy place do hold.  
Stay thou with us the Winter long,  
And cheer us with thy merry song.

Grade 7B. —Emma Eichler.

And another which was imbedded in a prose composition :

### The Robin

Oh, pretty Robin red breast,  
How sweetly you do sing.  
You come to make us happy  
In the early days of spring.

You sit upon the tree top,  
And we listen to your song;  
We would love to have you live with us  
Every day the summer long.

Grade 7B. —Minerva L. Birch.

Before leaving this subject I will read another upon a more difficult subject :

### Farewell to School Days

We meet to-day to say farewell  
From school and mates to sever;  
But still our thoughts will often dwell  
On our happy days together.  
Those happy days so free from care  
And full of harmless pleasure,  
'Twill make us glad when sad we are  
To think of our days of leisure.

And to our teachers, good and kind,  
Who ever gave assistance,  
We wish them luck and peace of mind  
And here a long existence;  
And when their work is done on earth,  
May peace and joy attend them;  
And may our God, who knows their worth,  
His blessed presence lend them.

Grade 7B. —Minerva Birch.

I maintain that pupils who have done work like this will ever after get more satisfaction out of the reading of poetry than they would had they never tried their hands at versification.

### Choice of Subject

The illustrations I have given above bear directly upon one of the greatest difficulties which confront the inexperienced or unskilful teacher of composition : the choice of suitable subjects. Tho the world is full of good subjects, many teachers are troubled to find them, especially what they call interesting ones. This reminds me of a discussion I once heard. One of a group of teachers expressed surprise that teachers are, themselves, so seldom able to write anything interesting. Said another, "What could a teacher find to write about?" Finally the first speaker was challenged to choose a subject from the school-room and write anything remotely resembling literature about it. This is

what he submitted at their next meeting. Whether he won or not you must judge for yourselves.

### An A, B, C, Lesson

A little maid the master calls up to his knee;  
As sweet and fair as a rose of May is she;  
She lisps and stammers o'er her alphabet;  
And A, B, C's as far as she can get.

The master's finger slowly points to D;  
She looks into his face and whispers E;  
That look the rage of rav'nous beasts would charm;  
Protects the maid from danger and from harm.  
Softly about her waist his arm he twines,  
And with her says the letters down the lines,  
Helps her with tender care each one to find;  
This done, dismisses her with accent kind.

The little maid, her troubles now all o'er,  
With pat'ring feet trips light across the floor;  
And, perching there upon a lofty seat,  
Far from the floor she swings her little feet.

Ah! He who blessed them with caressing touch  
Said well, the realm of heaven is filled with such.

You see it is the way one looks at things. One person can find interesting things to say about the simplest subject; another will say only stupid things about the most interesting subject.

We owe a great debt of gratitude to Thoreau, Walt Whitman, John Burroughs, Thompson-Seton and others who have shown how the simplest and commonest things can be made interesting. In this connection one should not forget the authors of "Emmy Lou" and "Glen-garry Schooldays." One of the surest ways of becoming interested in common things is to read the works of these men, which should be in every school library.

In the selection of topics for composition as elsewhere, there is "no royal road to success." Knowledge of your pupils, their environment, and their interests is half the battle; tact and ingenuity on your part is the other half. A list of subjects used in one district by a teacher becomes largely useless in another. Skill in seizing the occasion and making the most of it is of the highest importance. When children are interested in the birds is the time to write about them. When graduating day is approaching is the time to write things suitable for the occasion. I once knew of a school where the graduating exercises, prose, poetry, songs, and music were almost without exception, original, mainly the work of the pupils themselves who never had, and probably never will have more excellent training than they then got.

December is the time to write a Christmas story. Have a conversational lesson about the Christmas tree. Help the pupils to imagine it in its native home; to follow it and to realize how it might feel had it life and sensation. Let them follow it till all radiant with tinsel and with candles it stands in some church or some hospital, some palace or some hovel. Let them personify it and tell their story in the first person if they want to. They are in the age of personification. Let them follow their bent.

To show them how all sorts of interesting things can be wrought into such a story read them Dr. Van Dyke's "Handful of Clay." This is an Easter story, but it partakes of the spirit of the Christmas time, and while similar enough to be helpful is different enough to prevent slavish imitation.

If there are historic sites in your neighborhood, make use of them. Have pupils hunt down original facts just as any historian or novelist in search of local color does. Have them write up the history of the school-house, of the oldest house in the neighborhood, or a biography of the oldest or most prominent citizen. You will be surprised at the interest your patrons will come to take in your work if they find your pupils eager for such information. Old scrap-books will come out; old files of newspapers; and oral traditions of the most fascinating character will be brought to light and above all *and more than all*, your pupils will become *real authors*. They will be learning about life just as grown up authors do. Then, too, interest will be excited because each will be contributing something different from the others for

the information and enjoyment of all. Note well that I say "enjoyment." If you can bring it to pass that pupils "enjoy" their work; if you can awaken a curiosity to hear each other's compositions, you have the best evidence that you have been successful. Be not discouraged because results are crude and imperfect. Remember what Pope says of adult authors:

Whoever thinks a perfect piece to see,  
Thinks what ne'er was, nor is, nor e'er shall be.

I remember a boy who while writing up the "History of the Oldest House" brought to light a most interesting collection of heirlooms of the olden times. There was the Dutch oven yet intact and we learned the queer way of heating it; there was the old winnowing basket of pre-Revolutionary days; the old Revolutionary musket with bayonet and cartridge pouch from which we learned why wet weather interfered so much with military operations and why the soldiers had to take such pains "to keep their powder dry." Besides, there were old fireplaces, old cabinets, old clocks, old chairs, and old china, all these were gladly exhibited and explained by a real "Daughter of the Revolution." Do you not think that our history as well as our composition became more interesting to us?

At another time we unearthed an old church record which gave us a mass of the most interesting information. At another time we came across a most romantic family tradition. It told of a faithful nurse fleeing from France with a Huguenot babe in her arms; their long sojourn in Holland; their migration to New Amsterdam where the child, now a grown man, courted and won a Manhattan Dutch heiress much to the disgust of her kinfolk who wished to marry her to a neighboring Patroon. Do you not see what a mine of information can be opened in almost any neighborhood?

In the spring we became interested in the flowers and trees. I mean that teacher and pupils alike became interested. Do not imagine it hard to interest children in such things. The hard thing is to get the teacher interested. After that everything becomes easy. Again, do not think that it is necessary to know a great many facts about the trees, flowers, and birds; the only necessary things are desire and capacity to learn. Now, the teacher who is not interested in such things has mistaken her calling and should immediately resign. The small still voice which she thought said "Be a teacher" probably said "Be a milliner," and she did not understand.

Whatever teacher and pupils are interested in is a good thing to write about. We once got excellent results from an old oak tree. He was the king of all the trees round about and we all loved and admired him. So we wrote about him. Some of the compositions were of the Thompson-Seton order; some were mainly descriptive but nearly all were good. Here is one of them:

#### Biography of an Oak.

One day in October many, many years ago, an acorn fell from an old oak tree which stood on an elevated spot in what is now the upper portion of New York city. After whirling down it lay on the ground for a few days and then during a very windy day it was covered entirely with the dead leaves which were blown from the old mother tree. The acorn sank into the soft earth and the dead leaves kept it warm all winter. It took root next spring. First it broke open underneath the earth and then it sent one root down and one shoot up. When the upper shoot first saw the daylight it was dazzled by the bright sun, but in a few days it became used to the sun and then it unrolled two little green leaves. Meanwhile, the root kept sending out smaller roots from itself. The acorn had crumbled away.

The infant tree grew very fast, and it learned to love the long and bright summer days. The flowers grew all about it and told it pretty stories. The birds built their nests in its limbs and sang it pretty songs. So passed its first summer away and in the autumn its leaves turned red and then brown, just like its mother's leaves. But when November came the leaves wanted to get away from the baby tree, but it kept a firm grasp on them. It liked to watch the leaves from the other trees blown by the wind in all directions, for they looked as if they were dancing, and it wondered if the other trees were as sorry to lose their leaves as it would

have been. One day, however, when an unusually strong wind was blowing, it carried the little tree's leaves away and it lamented their loss long afterwards. Then it went to sleep for the long cold winter.

The tree grew very fast. It grew and grew until it became a large and majestic oak tree, the king over all the other trees. In 1776 when the oak was about fifty years old, Washington and his army camped near it for a brief period. The soldiers often walked under it, and on one hot July day Washington rode up to it on his horse. He then dismounted and tied his horse to the tree. He walked to and fro under it for about an hour and he seemed to be in deep meditation, thinking, perhaps, of the plan of his operations. How proud the oak was, to be sure, when that great man passed under it! In 1889 a school was built near the tree and while it was being built the workingmen ate their midday meal under the shade of its branches and the oak sympathized with many of their troubles. When the school was built the children now came to eat their luncheon under it and it was delighted with their frolics.

One day in July, when a thunder storm was raging, the lightning struck its upper branches and they always remained dead after that, but in the spring the lower boughs were robed as ever with new, bright, green leaves.

CHARLOTTE O'HEA.

Most of the topics I have mentioned thus far have been such as best lend themselves to individual treatment. This sort of work makes of a class a social organism after the kind desired by Dr. Dewey. But in every living social organism the members have some things which all must do in pretty much the same manner and at pretty much the same time. So must we. I believe that a large proportion of the subjects to be written about should be chosen by the teacher and written upon by the whole class. In after life, if pupils write anything but letters they will have their subjects, for the most part, chosen for them. The reporter is not often fortunate enough to be allowed to select his own subject. The same is true of the average magazine writer. An article is desired upon a definite subject and the person selected must write it up. Such topics will often be chosen from the other subjects of the course of study, such as history and geography, and will need little or no special preparation. They are not the best kind of topics, in my opinion, but they give practice and help the other lessons.

(To be continued.)



In Kentucky a teacher was much criticised because he asked his pupils to watch and see which birds first disappeared in the fall and which came first in the spring. "There are more important things to learn; that knowledge don't amount to anything."

After years of study devoted to the topic, Prof. Alfred Newton, of Cambridge, states that without doubt bird migration is the greatest mystery in the entire animal kingdom—"a mystery," he added, "that can be no more explained by the modern man of science than by the simple minded savage of antiquity."



#### Sea of Azof Receding.

The Sea of Azof is disappearing before the eyes of the 50,000 inhabitants of the city of Taganrog. The waters have receded to such an extent that the bed of the sea is visible for several miles. Vessels are lying high and dry, and the greatest confusion prevails in the harbor. The Sea of Azof is about 235 miles long, and its greatest breadth is 110 miles. It is north of the Black sea, with which it communicates by the Strait of Kerch. The sea has always been shallow, but it is of great importance to Russian commerce. It has recently appeared to be filling up, and its muddy shores have been very unhealthful. The sea is usually frozen over from December to March.

Taganrog is situated at the head of a bay formed by two sandy peninsulas which approach each other for fifteen miles. Owing to its proximity to the fertile wheat fields of South Russia, Taganrog is one of the important ports of the empire. It is well built, but its roadstead is too shallow for large ships which stop at a distance of eight to thirteen miles from the city.

# The Professional and Financial Side.

Conducted by Prin. William McAndrew, Girls' Technical High School, New York City.

## Must Teachers Live?

(A. H. SAGE'S remarkable report.)

"Well, Doctors must live, you know," said the physician to Sidney Smith. "But I can't subscribe to that; I see no necessity of it," replied the imperturbable. To try to draw the American people out of a similar indifference with regard to their teachers has been the purpose of various committees of state teachers' associations at work during the past few years. New York state teachers in 1898 tried to show their inability to live properly because of the impossibility of stretching their salaries around the expenses estimated by business men as the proper amounts for cost of living in their localities. These tables computed for fourteen towns and cities in New York state by business men, were published in THE SCHOOL JOURNAL at the time and have been used to good advantage since. It has, however, been the task of Mr. A. H. Sage, of the Wisconsin state normal school at Oshkosh, assisted by a wide-awake committee, to gather facts along this line more extended, more varied, and more valuable than have ever appeared before in the history of American education.

The New York report involved the estimates of eighty-three carefully selected business men in fourteen typical localities; the Wisconsin tables are made up of the estimates of over four thousand persons in every portion of the state.

On December 29, in the Davidson theater, Milwaukee, to an audience of teachers filling every available foot of space in the building, Mr. Sage gave a preliminary report of this remarkable investigation. The Milwaukee press and the newspapers of Wisconsin, recognizing the completeness and the directness of this report have given it wide publicity and editorial discussion.

Mr. Sage asks the pertinent question whether Wisconsin schools are good enough. He quotes the increasing criticism of newspapers and insists that while we are expected as teachers to take toward education an attitude above material considerations, yet as teachers and as citizens we cannot escape the duty of standing for every practical consideration of making schools better.

Teachers deserve better pay and can show that higher salaries will redound to the interests of the schools they teach. They feel that demands are made upon them which they cannot fulfill. Mr. Sage does not believe a board will pay more merely because the teachers desire it. One citizen urges him to devote his energies to making teachers satisfied with what they are getting. A large number of citizens are against agitation because they look upon it as a demand for higher wages as mere wages. We shall have many against us and many indifferent if we fail to rise above this. Our selfish interests, legitimate tho' they may be, are the weakest weapons to use in defending our cause. We are not speculators working a deal to raise the price of education; we are not trade unionists ready to strike for shorter hours and higher pay. If teachers' wages go up it will be because the people want it so.

They will desire this not from philanthropic motives nor from spontaneous or spasmodic generosity, but because they will see it to be to their interests to pay more for better schools. Mr. Sage leaves no doubt as to the mind of his committee on this subject. He warns the teachers of the futility of asking better wages without promising better schools. "Democracy," he says, "must rest on the quality of its citizens. The quality of the citizen depends directly upon the quality of the schooling; this depends entirely upon the character and efficiency of the teacher." What the citizen needs to be brought to realize is that the educational demands of the time have reached such a stage that the ordinary citizen-teacher is no longer equal to the needs of the school.

Your laws forbid the citizen to teach in the public schools until he has become more than an ordinary citizen. He must show himself an expert, especially prepared by a long and costly process of special preparation, tested by an examination and officially sanctioned by a license. This preparation costs money. The remuneration paid the old citizen-teacher is absurdly inadequate. Furthermore, to keep a teacher in a spirit suitable to allow him or her to be put in charge of large numbers of growing boys and girls requires a kind of life that teachers are not living and cannot live because they have not the means of getting it.

To show the truth of this Mr. Sage marshals his facts and figures, the freshest and most extended yet presented by any educational investigator. He shows \$376 a year for men and \$248 a year for women to be the average income of country school teachers in Wisconsin. This is not only less than that of other brain-workers, but it is less than that of dirt shovellers and of every kind of unskilled workmen in the state. He shows the percentage of men in the service as falling from twenty-eight per cent. to seventeen per cent. and that of this seventeen per cent. practically none will remain one day longer than will enable them to get positions in other lines of work.

In an informal "talk-over" of these things, participated in by forty of us under the lead of Dr. E. W. Krackowitzer in the rooms of the Milwaukee Press club after the reading of Mr. Sage's report, the stories of wretched teaching in some of the country schools where the county superintendents had been obliged to take up with teachers who were such because they were too worthless for anything else, were beyond belief. They showed retrogression in educational progress, a distressing and humiliating condition of affairs, but paralleled by similar stories from Maine, Pennsylvania and other low-salaried states. Most pitiful of it all is the indifference of the school trustees in the districts mentioned.

This suggests to Mr. Sage the necessity of state control over the schools of the country districts, since the results of faulty education bring danger to a much wider territory than in the country district which gives it. It also points out the necessity of getting as trustees, persons whose children attend the school. This will tend to give the public the advantage of the natural self-interest of a family wanting good schools.

Mr. Sage's tables of cost of living in the country districts show \$125 expended for board and lodging, a scanty wardrobe kept going at \$75.00, leaving \$48.00 for board and room in the summer, for the expenses of the teacher's institute, the books, the doctor, the professional magazines and the various incidentals of living. The problem is disheartening. "Let any man or woman," says Mr. Sage, "who has ever really lived, for half an hour sit down and soberly contemplate the possibilities for happiness and self-improvement in a life like this!" No one but a possessor of a teacher's spirit can exist in these circumstances and none of them can tell how they do it.

The salaries in Wisconsin in the last eight years have gone down. While there has been a nominal increase of 16 per cent. the cost of living has increased more than 26 per cent. so that the country teacher is 10 per cent. worse off than eight years ago. If the advance of wealth and of wages in other occupations is taken into account, the country teacher in Wisconsin is 40 per cent. worse off than eight years ago. These teachers have charge of over 50 per cent. of the children of the state. It will thus be seen that the future citizenship of Wisconsin, in so far as it is dependent on education, will be inferior to the present citizenship which is more severely critical of its own poor education than any previous generation has been.

Yet the people in the country districts do not ask for better schools. Where the country superintendent raises the standard of qualifications for teachers this devotion to the people's interests costs him his position. The continued control of rural schools by the rural authorities means the continuance of the present condition. Yet every poor country school is a danger to the whole state as is every polluted spring; every unqualified and underpaid teacher is a menace to the health of the future life of the community, a source of weakness, waste, and inferiority.

Mr. Sage's review of conditions in the cities is thorough and convincing. He shows a decline of about nine per cent. in the average wages of city teachers. Add to this the twenty-six per cent. extra expense of living and you find the city teachers thirty-five per cent. worse off than in 1894. The city superintendents complain of the loss of their best teachers who enter other callings. In many of the best counties of the state it has been impossible to get teachers enough to fill the places, even where the superintendents would take unusually poor material. The law of supply and demand is not operative. The trustees could get good teachers by raising the salaries; the law that governs the case is a law of custom, precedent, old fogeyism, and indifference. The people do not really want a superior quality of talent in their teachers.

Mr. Sage's attempt to apply the average salaries now received by Wisconsin teachers to the average cost of living estimated by Wisconsin citizens is a powerful *re-luctio ad absurdum*; it is an unanswerable argument for better wages. It throws the burden of proof upon the man who claims that the teacher should live upon one-half of what the ordinary citizen spends.

But this is not a matter of logic. It is mere child's play to show that teachers are underpaid; it is not very hard work to show that American schools are failing to develop a virtuous, honest, high-minded, patriotic citizenship; it is not difficult to show the public that the best grade of ability and character cannot be attracted or maintained by the circumstances now limiting teachers. It is not enough for the public to know these things; it should be made to care. The hearts of the people, especially of the leaders of the people, should be stirred. The teachers themselves should be awakened from the stagnation and lethargy which permits them to let things go on as they are. Only teachers can reform the condition of the teacher. To teachers, and to teachers alone, can we look for the rescue of education from the dangers which impend.

This was the keynote of the Wisconsin convention and of Mr. Sage's remarkable report.

## Physical Nature Study.\*

By John F. Woodhull, Ph.D., Professor of Physical Science, Teachers College Columbia University, New York City

### 1. The Atmosphere.

We live at the bottom of an ocean of air, which behaves in many respects as an ocean of water does. When we move about, we push the air from before us and it flows in to fill the space behind.

If upon a perfectly calm day we move swiftly, as in an open trolley car, we plow thru the quiet air, as fishes do thru a quiet lake of water, and we seem to feel the air rushing past us like a wind. As we plunge thru this air, we need to hold our hats to prevent its brushing them from our heads. If the car should go much faster—say a mile in a minute—we would with great difficulty hold fast to prevent the air pushing us off the car. If one undertakes to swing rapidly a palm-leaf fan he feels that the air offers much resistance to its motion. The fans which move the air thru some of our large buildings for purposes of ventilation require seventy-five to a hundred horse power. It is evident that air occupies space as certainly as water does, and that it is in a measure capable of preventing other substances from entering the same space with itself. One may stand upon an empty football and be lifted as the air is forced into it. In this case air literally crowds the person out of the space which it is to occupy. We ride upon air by means of the pneumatic tires upon our bicycles, carriages, and automobiles. We sit upon air in air-cushions and sleep upon it in air-mattresses. Our various kinds of door checks have air cushions which prevent the doors from slamming.

In the pop-gun we have a good illustration of how air may serve as a medium with which to push things along. In figure 1, *ab* represents a goose-quill, or a glass tube,



Fig. 1

*c* and *d* are plugs of potato or rubber which fit the tube tightly, *e* is a stick, or glass rod, which serves to push along the plug *d*, and the air between *d* and *c* serve to push the plug *c* which flies out with a loud "pop." *ab* suggests the cylinder of a pump, *d* the piston and *e* the

piston rod. This however, will be mentioned later.

In the air-brakes used to stop our railroad trains, air is forced into cylinders and pushes against pistons which push brake-shoes against the car wheels. The air brake enables the engineer or motorman from his position at the front of the train to control all the brakes on all the wheels of his train and to stop his train from full speed in a very few seconds. Twenty-five years ago when an engineer wished to stop his train it was necessary for him to blow his whistle and call the "brakeman" of each car to put on the brakes of his own car, which was done, as it is still done on some freight trains, by tugging away at a wheel on the platform of the car which pulled a chain wound around its axle, which pulled the brake-shoes against the wheels of the car. Sometimes the train ran far past the station before all these men working together could stop it. And there was a sorry time if the engineer suddenly saw some obstruction upon the track.

Railroad signals are sometimes operated by air pushed thru long tubes. Bells are sometimes rung in various parts of a big hotel by air pushed thru long tubes. Whistles are blown by air in speaking tubes. Mail bags

and express packages are pushed by air thru long tubes to the various parts of some of our cities, and in many stores the money which you pay for what you purchase at the various counters is quickly pushed by air thru tubes up to the cashier's desk.

When we need to work at the bottom of a body of water we put down an air-tight box open at the bottom and depend upon the air in the box to keep the water from entering to reach the workmen.

In figure 2 *a* represents a tumbler full of air inverted in a vessel of water. A wad of paper tucked into the tumbler will show, when it is lifted out, that no water has entered the tumbler. This tumbler may represent a diving bell or a caisson.

(To be continued.)

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## Public School Instruction as to Physiological Action of Alcohol.

By a Committee of Eleven State Presidents of the W. C. T. U., on January 9, 1904.

First part of a reply to the physiological sub-committee of the committee of fifty, reported for adoption to the convention at Cincinnati, Nov. 18, 1903.

In 1893, a company of gentlemen organized under the name of "The Committee of Fifty to investigate the Liquor Problem," from which sub-committees were chosen to consider different phases of the question. In June, 1903, after ten years of investigation, the Physiological Sub-Committee published two volumes entitled, "The Physiological Aspects of the Liquor Problem."

### Avowed Purpose of the Committee.

The first sentence on page xix of Volume I. says the object which the committee had in view was:

"To ascertain the effects of the occasional or habitual use of a moderate quantity of wine, beer, or spirits upon the health and working powers of man."

Notwithstanding this avowed purpose to investigate the physiological effects of moderate drinking, the first paper in the report, covering a third of the first volume, is devoted to a discussion of our national system of public school study of physiology and hygiene, which includes the nature and effects of alcoholic drinks and other narcotics upon the human system; a study which is now mandatory in the public schools of every state in the United States, and in all schools under Federal control. This first paper is by Dr. H. P. Bowditch and Prof. C. F. Hodge.

It is a matter of common knowledge that these gentlemen have long been outspoken in their opposition to the present system of public school instruction on this subject. One could wish that in all fairness the work had been undertaken by persons without such prejudice.

### Proposal to Overthrow Present System of Temperance Education

That it is the intention of the Physiological Sub-Committee to overthrow this movement is clearly stated in what they say concerning the present system of scientific temperance instruction in the public schools:

"That the removal of this educational excrescence will be no easy task is evident from the result of the attempt in this direction made in Massachusetts during the session of the legislature in 1899. . . The fact that after a series of hearings the committee on education made a report leaving the whole subject *in statu quo* shows that a prolonged struggle will be necessary to free our public school system from the incubus which rests upon it. In this struggle the committee of fifty should speak with no uncertain voice."

A letter from Prof. von Voit, of Munich, in reply to some member of the sub-committee, further reveals their purpose. It says:

"You were so kind as to inform me of a movement which aims to calm the exaggerated agitation of the temperance question as well as to contradict certain unfounded physiological assertions."

We have already seen that this "agitation," which is prejudged as "exaggerated" and therefore needing to be "calmed," appears to be the present system of scientific temperance instruction in the public schools.

We have now to learn what are the "unfounded physiological assertions" which in advance are considered as requiring "contradiction." The report says that the instruction in the public schools "is not in accord with the opinions of a large majority of the leading physiologists of Europe as shown by the statement printed on page 18 of Volume I of this report." That statement on page 18 is the Cambridge statement which puts forth a before unheard-of and unreasonable definition of a poison and asserts that alcohol should not be called that kind of a poison. The school physiologies teach that alcohol is a poison, but in the same connection they teach accepted standard definitions of a poison. This teaching is in no way affected by the Cambridge definition, as will be shown later.

A study of the 800 pages in these volumes shows that there are three special points at which the sub-commit-

tee criticises the present system of scientific temperance instruction in the public schools:

1. They object to instruction being given to all pupils in all schools instead of being confined to the older pupils, especially those in the high school.

2. They object to it as "frankly and honestly a total abstinence" movement.

3. They cite for criticism the teaching that alcohol is not a food but a poison.

The report of the physiological sub-committee is evidently intended to be used for the overthrow of this form of education for the people's children. If instruction on the above points is "unscientific and undesirable" it should be overthrown. To ascertain whether this committee have proved that it is, their lines of investigation have been carefully examined. The examination has proved, as we shall show, that

1. No evidence is presented by the sub-committee to prove that alcohol is a food in the sense in which the word is commonly understood.

2. No evidence is presented by the sub-committee that alcohol is not a poison according to standard definitions of the word poison.

3. No evidence is presented by the sub-committee that any one who attempts the beverage use of alcoholic drinks, even with meals after the day's work is done, can be sure that he will not fall a victim to the alcoholic appetite. Hence they do not prove that moderate drinking is safe.

4. No evidence is presented by the sub-committee that confining the study of temperance physiology to the older pupils, especially those in the high school, would not introduce it too late, after cigarette and other wrong habits may have been formed, or after an overwhelming majority of the pupils have left school.

Therefore, the physiological sub-committee have not proved the indorsed physiologies inaccurate on the above points, or that confining the teaching to the older pupils would be either wise or safe.

### The System which the Committee would Abolish.

The report by Professors Bowditch and Hodge deals with that feature of our public education which legally requires the children in the public schools of this country to study the laws of health including those that relate to the nature and effects of alcoholic drinks and other narcotics. This report, therefore, deals with interests that touch not only the individual future well-being of the children of the nation, but also a feature of our system of education which can be shown to be one cause that has helped to make America what she is now admitted to be, namely, the most efficient of the nations in commercial enterprise, owing to the greater sobriety of the men and women engaged in her industrial pursuits. An English paper, commenting on the report of the Mosely Industrial Commission which last year was sent from England to discover the secret of our commercial success, says:

"The Americans have realized that alcoholic liquor is not one of the things which tend to industrial supremacy and national progress. . . There is no disputing that the mass of the evidence given by the Mosely delegates shows that the use of alcoholic liquors among American workmen is much less than among English workmen."

Mr. Alfred Mosely, the originator of the Commission, says in his report:

"My personal conclusion is that the true born American is a better educated, better housed, better fed, better clothed, and a more energetic man than his British brother, and *infinitely more sober*. As a natural consequence he is more capable of using his brains as well as his hands."

Another Englishmen, Mr. John Newton, in a later edition of the paper quoted above, says:

"The universal testimony of those who know both coun-

tries is that the workman of America is superior to the workman at home mainly because he is more sober. . . . He neither wastes his physical nor his mental resources in the public house to anything like the extent our workmen at home do."

Looking for the cause of this greater sobriety, the same writer says:

"In the United States, scientific temperance teaching is universal in the elementary schools. They early recognized that the 'star of hope for the temperance reform stands over the school-house.'"

Many other instrumentalities have been powerful factors in the efforts which have secured the conditions our neighbors thus comment upon; but all these without scientific temperance instruction in the public schools did not, and could not, secure all the gain we now rejoice over.

It is this system of education which Professors Bowditch and Hodge term an "educational excrescence" and call upon the committee of fifty to help remove.

The object of the physiological sub-committee being squarely before us we are now prepared to examine the methods by which Dr. Bowditch and his associate, Dr. Hodge, reached conclusions adverse to the study as a whole in elementary schools and to the school physiologies.

In 1897, Drs. Bowditch and Hodge sent out a circular letter to 117 European and American physiologists, asking their opinion on the following points:

"To what extent do you think it wise to introduce alcoholic physiology into elementary public school courses? I refer to the 'Scientific Temperance Instruction' promoted by the W. C. T. U., viz., the requirement by law that the subject be given considerable prominence throughout the school course. Have you examined any of the 'approved and endorsed' physiologies? If so, what ones? What is your opinion of them? Finally, will you give a list of arguments which seem most conclusive to yourself, either for or against this method of preventing alcoholism?"

The letters which went to European physicians, Drs. Bowditch and Hodge say, contained additional information, giving "a brief description of 'scientific temperance instruction' as to text-books and time requirements."

No verbatim report of their description to European physicians of scientific temperance instruction in the United States is given, but the comments it called forth in reply show that it must have misrepresented the facts. For instance, Professor Kronecker, of Bern, says:

"I was quite shocked when I read in Hodge's letter, which he wrote at the request of the committee of fifty, that, in the primary and middle grades, every child from six to seventeen years is instructed 250 hours in the physiology of alcohol."

It is no wonder he was shocked.

Professor Kronecker was told what was not true. The study in question is not "the physiology of alcohol," but physiology and general hygiene, only about one-fifth of the whole being instruction as to the nature and effects of alcoholic drinks and other narcotics.

Furthermore, there is no requirement of 250 hours of instruction, even in the whole subject of physiology and hygiene. Even the most stringent law requires but 330 lessons, not hours, which is a very different matter. There is no legal requirement as to the length of lessons in this subject. Ten minutes is the average length of any lesson in the first primary year, fifteen minutes in the second and third years, and thirty minutes in grades above the primary. Therefore, the 330 lessons required for this study take about 140 hours in all, of a probable school attendance of 7,200 hours, less than two per cent, of the whole. Only one-fifth of even this small amount of time need be given to temperance matter, that is, about twenty-eight hours in nine years, or an average of three and one-ninth hours per year.

It should be remembered that but one state requires even as many lessons as this, the next most specific law calling for but 240 lessons in the entire subject of physi-

ology and hygiene, including the temperance matter, thru the whole school course.

The most charitable explanation of this misrepresentation on the part of the sub-committee as to the amount of time required for this subject in American schools is that it was the result of careless or superficial examination. But whether the result of carelessness, or prejudice, or both combined, such misrepresentation by scientific men in so important a matter is inexcusable.

Some of the replies received from both European and American physicians are published in an appendix to the report of Professors Bowditch and Hodge.

#### Foreign Testimony.

Notwithstanding the misrepresentations contained in the information sent out with the circulars to the European physicians almost no adverse criticisms were returned, and what little there was appeared to be mainly based on the false information sent them. Many, on the other hand, most emphatically favored the instruction and even answered very completely the objections raised by their informants.

Some of these opinions are cited below.

Professor Fick, of Wurzburg, wrote:

"To your second question I have to answer that I consider instruction upon the effects of alcohol very advantageous. I believe that this instruction must lay special stress upon the undeniable truth that alcohol is, under no condition and in no amount, beneficial to the healthy body. Whether alcohol can act beneficially under morbid conditions of the body I do not consider proved."

Professor Dogiel, of Kasan, Russia, said:

"Ethyl-alcohol can be regarded neither as a useful stimulant nor as a food material. . . . The effort to check the propensity to the use of alcohol, to root out the passion for drink, is most assuredly no Utopian project. It lies within the limits of possibility. The inner consciousness provides the only means to this end,—a firm will, a strong character,—and is maintained only thru a correctly guided education from earliest childhood. . . . An intelligent teaching of the injurious effect of alcohol introduced in the schools would be very desirable and extremely advantageous; indeed, therein lies the only way by which the development of the inclination for the use of alcohol can be combated."

Dr. Baer, of Berlin, Germany, wrote:

"I cannot regard it as an argument against this sort of instruction that the child, when thus taught in the school, may come into conflict with the lives of his parents. According to this pedagogical principle one must not teach in the schools the fundamental doctrines of morality . . . because, unfortunately, in many families, these are actually and openly sinned against. Many children are said, as you allege, to be led to a liking for alcoholic drinks thru this instruction. If such is actually the case, it is caused, in my opinion, only by a bad sort of instruction and by a very unfortunate method which the teacher himself chooses to employ."

Professor Schafer wrote:

"To assume the possibility of such instruction *increasing* their [alcoholic drinks] abuse seems to indicate a very definite belief in the asinine qualities of human nature."

Professor von Bunge, of Basle, says:

"It is important to overcome prevailing prejudices before it is too late; that is, before the young people have become slaves to alcohol."

Professor Bunge also made a very good reply to the objection "too much time," based on the misrepresentation of 250 hours given to "alcohol physiology." He said:

"With regard to the number of hours, 250 hours seem to me to be a great deal, certainly, yet I do not presume to contradict experienced abstinence leaders. We ought not to forget how many more hours the contrary is brought before the young."

An attempt is made to throw discredit upon Dr. Baer's testimony by speaking of him as "a physician in a penitentiary near Berlin." Dr. Baer's official titles at that time were privy counsellor of the board of health and chief physician of the penitentiary. Another fling at Dr. Baer is made in a footnote, where he is spoken of as "this solitary advocate of scientific temperance instruc-

tion." This remark is absolutely untrue, for eight of the thirteen foreign physiologists who replied to the circular letter favored such instruction. The late Professor Fick, of Wurzburg, in his widely circulated pamphlet on the alcohol question, published in Wurzburg in 1892, twice speaks of Dr. Baer in terms of high respect. On page 7 of his pamphlet Professor Fick refers to "Dr. Baer in his celebrated work, 'The Drink Appetite and Its Dangers.'" Again, on page 13 of his pamphlet, Professor Fick refers to the same book and to Dr. Baer as "the foremost authority on the alcohol question in Germany."

Why this attempt of Drs. Bowditch and Hodge to belittle Dr. Baer? Is it because of the following statement by Dr. Baer:

"The facts in the approved and indorsed school books on hygiene and physiology can be considered as the expression of modern science in so far as they bear upon the use of alcoholic drinks. With us, as with you, now and then a voice is raised in favor of the opposite view; this cannot, however, greatly modify the above-mentioned opinion. In all questions that come under scientific discussion there are dissenting and modifying views, but thru them all there runs an underlying opinion from which very few of the scientists differ. . . . If an instruction in this direction could be given [in Germany] I would have exactly the same things taught which are regarded as the essential things in the books above referred to."

It should be remembered that Dr. Baer, in 1897, at the request of representatives of Christian churches and friends of temperance and education in the United States, examined all of the books then indorsed. He was asked to point out any inaccuracies in the books that called for emendation. His testimony was:

"In order to ascertain the truth of the important question at issue I have gladly undertaken the task and have examined, with strict impartiality, the school books sent me.

"On the basis of the examination I have made I can assert that the above-mentioned school text-books, in respect to their statements regarding alcoholic drinks, contain and disseminate no teachings which are not in harmony with the attitude of strict science. Ideas and facts as to the actual value of alcohol as a food, as to the effect of its occasional and habitual use upon the body, upon the tissues and organs, likewise upon the brain and its activity, are throughout represented correctly and clearly, and often with remarkable felicity adapted to the youthful understanding."

(To be continued.)



## N. Y. Manual Training Schedule. VI.

By DR. JAMES P. HANEY, Director of Manual Training, New York City.

For Boys' Classes.—Grade IIIA.

(Two lessons each week.)

- 1, 2. Teach use of ruler.
3. Draw and cut pattern for simple useful form, as match strike, or booklet, or make valentine.
4. Complete form cut 3rd lesson, or decorate valentine.
5. Practice brush blots.
- 6, 7. Practice original rosettes or balanced units of lines and blots for design for constructed form.
8. Teach intermediate; mix red and orange and paint flat washes of colors made.
9. Paint design on form completed 4th lesson.
- 10, 11. Make useful form, as portfolio for pictures, or for weather record, or make copy book cover.
- 12, 13. Practice original balanced units for border or corners and practice rosette for design for constructed form.
14. Mix orange and yellow, and yellow and green to make intermediates. Practice flat washes of colors made.
15. Paint design on form completed 11th lesson. Use any intermediate studied.
16. Draw and cut pattern for useful form, as envelope case or bill holder or box for planting seeds.
17. Practice design for form cut 16th lesson; original rosettes, or balanced units, lines, spots, brush strokes.

18. Paint design on form of 16th lesson.
19. Complete form decorated 18th lesson.

(Six alternative exercises in constructive work are now offered. These are introduced by a dictated exercise—two periods—followed by two original exercises, two periods each. The second original exercise may be the first original form repeated, or a new form. The purpose of these exercises is to induce pupils to make original forms at home. Suggestions to this effect are to be given by the teacher.)

20. Draw and cut pattern for cart or car, for table, chair, or other piece of furniture, for news stand or other form suggested by the pupils' interests. Or draw and cut pattern for form to be decorated, as match box, or pencil box, or "catch all."

21. Complete cart or car, etc., or practice design for match box or pencil box.

22. Draw pattern for an original form showing some modification of form completed 21st lesson. Or practice design for match box or pencil box.

23. Complete original form, or paint design on pencil box or match box.

24. Draw pattern for an original form (form of 23rd lesson may be repeated if not successful, or a new form may be made). Or, complete match box or pencil box.

25. Complete original form, or practice painting intermediates.

26. Make booklet, or program cover, and invitation card, etc.

27. Practice design for form made 26th lesson.

28. Paint design on form made 26th lesson.

29. Mix green and blue and blue and violet to make intermediates. Practice flat washes in colors made.

30. Draw pattern for form, as picture frame or portfolio.

31. Complete form drawn 20th lesson.

- 32, 33. Practice design for form completed 31st lesson.

34. Paint design or constructed form. Use any intermediate.

### Lessons for Girls.

(One lesson each week.)

- 1, 2. Ruler practice.

3. Make useful form, as booklet, bookmark, or make valentine.

- 4, 5. Practice brush blots and original or balanced units, for form made, units of lines and blots (rosettes 3rd lesson.) Or decorate valentine.

6. Mix red and orange to make intermediates. Practice flat washes of colors made.

7. Paint designs on constructed forms, or practice brush blots and original units of lines and blots (rosettes or balanced units).

8. Draw pattern for useful form, as portfolio or copy book cover.

9. Complete form commenced 8th lesson.

10. Practice original rosettes or balanced units for design for constructed form.

11. Mix yellow and orange or yellow and green to make intermediates. Practice flat washes of colors made.

12. Paint design on form completed ninth lesson. Use any intermediate.

13. Draw pattern for useful form, as picture frame or work box. Or practice design for form, as needle-book or pinball.

14. Complete picture frame, or practice design for work-box or for needle-book or pinball (original rosettes, balanced or corner units).

15. Practice design for picture frame (original corner units). Or paint design on work-box, pinball, or needle-book.

16. Mix green and blue and blue and violet to make intermediates. Practice flat washes, or practice units for design for program cover.

17. Paint design on picture frame, or complete work-box, or paint design on program cover.

# The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING JANUARY 9, 1904.

Can there be any nobler words than those of Phillips Brooks (once a teacher) to ponder upon as we undertake to point others to the higher planes of life? "And what is going to be our truth for the new year? Is it not that the love which has never deserted us shall come closer to us, because it finds us readier to receive it; making us better, stronger, purer, nobler, more manly, more womanly, more fit for life; not because God loves us any more, but because we, with new openness, are more ready to receive Him into our lives? Just as the traveler may find one side of a mountain wrapped in darkness and cloud, but the other side full of sunshine, so God may have led you thru darkness in order that He might, with the new year, bring you into a profounder, larger measure of sunlight."

At last the football question is being discussed by the teachers—rather gingerly, it must be confessed. The Association of Colleges and Preparatory schools heard three persons speak against it. Mr. Pandon said the effect on the women and girls attending the games was to destroy their sense of sympathy and compassion; they were vexed that the game was suspended when a man was injured. Rev. E. Peabody agreed that football was overdone: he strongly deprecated the idea of "professional" football coaches. Dr. Martin said that "athletes," as they were termed, were fagged out at the end of the season, and, instead of being ready for work, had to lie by and recuperate.

The catalog of Princeton university gives, for the first time, the preparatory schools at which the honor men were trained. This list shows that the largest percentage of honor men are from public high schools.

## The World's Verdict.

While it will not do to quarrel with the willingness of the public to pay actors and actresses large sums, and its seeming unwillingness to pay teachers enough to live on decently, the situation may bear inquiring into. Let us look at the pay of actors to begin with. The papers tell us that

1, Viola Allen gets per week,	\$100
2, Mrs. Carter gets per week,	1,400
3, Maude Adams gets per week,	500
4, Annie Russell gets per week,	500
5, Fay Davis gets per week,	175
6, Margaret Dale gets per week,	90
7, Ida Conquest gets per week,	125
8, Jessie Busley gets per week,	100
9, Hilda Spong gets per week,	175
10, Bessie Tyree gets per week,	250
11, Katherine Grey gets per week,	125
12, William Faversham gets per week	300
13, Charles Richman gets per week,	300
14, Robert Edeson gets per week,	300
15, Lawrence D'Orsay gets per week,	250
16, J. L. Finney gets per week,	275
17, R. Hilliard gets per week,	200
18, Charles Dalton gets per week,	400
19, A. Boucicault gets per week,	300
20, F. Worthington gets per week,	250

Besides these salaries several receive a percentage of profits; No. 1 cleared in one play \$150,000; No. 3 has cleared in one year \$50,000; but we need go no further. It is plain the public will pay handsomely those who amuse them. Shakespeare held the horses of those who

came to the theater when he first reached London. When he got a sixpence he thought himself rich. He not only wrote plays, but ran a theater and soon we hear of his returning to Stratford and purchasing property and being looked up to as a man of wealth.

People will pay to be amused because they cannot amuse themselves. They want to be taken out and away from themselves. They feel that they want to exist in some other world than the hard world they are actually in. President Lincoln went to Ford's theater to be for a time in a world where he had no responsibilities or cares; where he could look on and see others bear burdens. No wonder he went to a theater if he could forget for an hour or two the dismal world he lived in at the command of the American people.

The teacher does not undertake to amuse, but to elevate. The world thinks this can be done by people of moderate talent with little preparation. Accordingly it pays moderate wages. At bottom no one wants to pay for being made morally better, nor for intellectual improvement unless he will be placed in better circumstances thereby.

A young clergyman lately told of his visit to a mining town. After preaching, he had the hat passed around. No one gave anything. "I pay no one to tell me not to swear" was the remark of one of the audience. This probably represented the conclusion of all the others. People can do their own moralizing but not their own amusing.

And yet the teacher with his poor salary is a nobler figure than the actor. Shakespeare is not immortal because he was an actor, but because he was a teacher. The lines of his that we repeat over and over contain moral truths. This unexplainable man gave beautiful expression to great thoughts.

Let not the teacher despair and wish he was strutting to and fro on the boards and drawing large payments weekly. He has chosen a better part to play. His work is real. Let him bear in mind the great effort of the actor is to make his representation *seem* real.

## Salary Fight in Canada.

The teachers of the province of New Brunswick, Canada, have formed a union to fight for higher salaries. The constitution sets forth the objects of the union as follows:

"To aid the cause of education, to exalt the character and efficiency, to lengthen the period of service, and to increase the salaries of teachers; also to render the profession more attractive and permanent, to secure laws beneficial to the profession, and to improve the condition of teachers and schools."

The following minimum salary schedule has been adopted. This does not indicate the salary of teachers, as in addition to the pay from school districts, the government adds to the teachers' incomes. The minimum salaries from school districts are: First-class men, \$275; second-class men, \$200; third-class men, \$150; first-class women, \$160; second-class women, \$130; third-class women, \$115. All of these are for the year.

## Politeness Rules.

Politeness is one of the regular studies in the Santa Barbara, Cal., schools. The following ten rules are the basis of the work:

To be polite is to have a kind regard for the feelings and rights of others.

Be as polite to your parents, brothers, sisters, and schoolmates as you are to strangers.

Look people fairly in the eyes when you speak to them or they speak to you.

Do not bluntly contradict anyone.

It is not discourteous to refuse to do wrong.

Whispering, laughing, chewing gum, or eating at lec-

tures in school or at places of amusement is rude and vulgar.

Be doubly careful to avoid any rudeness to strangers, such as calling out to them, laughing, or making remarks about them. Do not stare at visitors.

In passing a pen, pencil, knife, or pointer, hand the blunt end toward the one who receives it.

When a classmate is reciting do not raise your hand until he has finished.

When you pass directly in front of anyone, or accidentally annoy him, say "Excuse me," and never fail to say "Thank you," for the smallest favor. On no account say "Thanks."

### Governor Aycock's Views.

Among the governors of the Southern states Gov. Charles B. Aycock holds a pre-eminent position. When he propounded his solution of the negro problem at a recent meeting in Baltimore, his words naturally made a strong impression. Disfranchisement as far as possible, the essential superiority of the white man, and the recognition by the negro of his own inferiority, are the essentials in the settlement of the race question.

I am proud of my state, Governor Aycock said, because there we have solved the negro problem. We have taken him out of politics and have thereby secured good government under any party and laid foundations for the future development of both races. We have secured peace and rendered prosperity a certainty. I am inclined to give to you our solution of this problem.

It is, first, as far as possible under the fifteenth amendment, to disfranchise him. After that let him alone; quit talking about him, quit making him "the white man's burden," quit coddling him, let him learn that no man, no race, ever got anything worth having that he did not himself earn; that character is the outcome of sacrifice, and worth is the result of toil; that whatever his future may be the present has it for him nothing that is not the product of industry, thrift, obedience to law and uprightness; that he cannot, by resolution of council or league, accomplish anything; that he can do much by work; that violence may gratify his passions, but it cannot accomplish his ambition; that he may eat rarely of the cooking of equality, but he will always find, when he does, that there is death in the pot.

Let the negro learn, once for all, that there is unending separation of the races; that the two peoples may develop side by side to the fullest, but that they cannot intermingle. Let the white man determine that no man shall, by act, or thought, or speech, cross this line, and the race problem will be at an end. These things are not said in enmity to the negro, but in regard for him. He constitutes one-third of the population of my state; he has always been my personal friend.

But manifest destiny leads to the dominance of the Caucasian. When the negro recognizes this fact we shall have peace and good will between the races; but I would not have the white people forget their duty to the negro. We must seek the truth and pursue it. We owe an obligation "to the man in black." We brought him here. He served us well. He is patient and teachable. We owe him gratitude. Above all, we owe him justice. We cannot forget his fidelity, and we ought not to magnify his faults. We cannot change his color, neither can we ignore his service.

We must rise by ourselves; we must execute judgment in righteousness; we must educate not only ourselves but see to it that the negro has an opportunity for education. As a white man I am afraid of but one thing for my race, and that is that we shall become afraid to give the negro a fair chance. The first duty of every man is to develop himself to the uttermost, and the only limitation upon this duty is that he shall take pains to see that in his own development he does no injustice to those beneath him. This is true of races as well as of individuals. Considered properly it is not a limitation,

but a condition of development. The white man in the South can never attain to his fullest growth until he does absolute justice to the negro race. If he is doing that now it is well for him. If he is not doing it he must seek to know the ways of truth and pursue them.

### A Character Factory.

The Rev. Granville R. Pike, of Chicago, intends the Presbyterian church he is building on Millard avenue to be a character factory. He says, "The Millard avenue church will be a character factory, a museum of memories, a library of ideals, a university of fellowships, a home of ministries, a hospital of healing, a temple of inspiration, a church of practical Christianity."

To accomplish this Mr. Pike has various plans. "Each week a special sin," he says, "failing, or weakness of character will be taken up and freely discussed. Black will be called black and no evil will be glossed over. A lie in any form will be termed a lie and so we will become familiar with the building of the character and the bad materials which undermine the structure and cause it to fall."

"A bad brick, say, for instance, procrastination, which we term cheating, will be handled and looked at from all sides. We will learn just how much damage this brick will do an otherwise perfect structure, the best methods of extracting that brick and making the structure whole again.

"I will cite instance after instance, drawn from my knowledge, of the hold this failing has upon members of my congregation, and then we will have a general talk on the subject. Many will be willing then and there to acknowledge the presence of that damaging brick in their character structure, and we can together plan ways and means of eliminating it.

"Every second month we will have a review of all the bad bricks under discussion and there will be a big general meeting where the character structure will be examined and progress noted.

"Our factory is one large home where all are welcome, frankness being the password, cheerful work in the overcoming of faults being the motto.

"Each man will assist his fellow man in the most practical manner, and, by so doing, there will be no need of charitable organizations in connection with the factory."

Everybody will wish this earnest man the greatest success. A school should be a character factory. A city school system should aim at the same object. What the age needs more than money is character; yet Morgan, Rockefeller, and Carnegie are more envied than the John Howards. We hope the Rev. Mr. Pike has struck upon a practical plan and ask our Chicago subscribers to give him a call and see if his factory is successful. We have known several instances where there was immense activity in a church until it had built a building, put in an organ, and got the salary of the pastor up to a handsome figure, and then it became of the regulation pattern. It does not follow that Mr. Pike's earnestness will fail him when he has got the building, he is after, constructed. But we think he has two irons in the fire when he should have but one.

### Bug Catching.

The teacher who caught bugs and talked about them in school has been laughed at, but we see by the papers that his enthusiasm is far from waning. Dr. Frank Snow, with a small party of Kansas university students, has been bug catching in Southwest Arizona. They brought back fifteen thousand specimens, of which some one hundred are new to science. Of these, 5,430 are beetles, 4,500 are flies, 1,926 are butterflies and moths, and the rest on the list are bees and wasps. The butterflies and moths were collected at night by spreading on a tree near the camp a mixture of beer and molasses.

## The Busy World.

The flag of the new republic of Panama is exactly square and divided into four parts. The first upper square to the left is blue; the first lower square to the left is white with a blue star in its center; the second upper square is white with a red star in its center, and the second lower square is red.

It is expected that within a few months there will be railroad connection between Cape Town and Victoria Falls. Only sixty miles remain to be completed. The discovery of large coal fields will aid the project immensely. Within three years it will be possible to go from Cape Town to Cairo by rail and by steamers on the Nile.

One of the strange sights in distant Porto Rico—at least strange to the inhabitants, tho familiar to the visitors on the island—is the American trolley car, lately introduced, which now plies back and forth over the highway between the city of Ponce and its port, the Playa. This trolley line, the first in our island dependency and one of the properties of the Stone & Webster Electrical Management, of Boston, is said to be effecting great changes in the life of the Porto Rican metropolis. Most of the business of Ponce is done in the port and until a short time ago, when the trolley car made its appearance, all the well-to-do inhabitants used to drive to their business in the morning, closely packed in the vehicles which resemble the Yankee carry-all. Alongside them trooped the poorer workers, the coffee pickers, orange sorters, and other laborers whose means would not admit the expense of the carriage ride. All the freight at the same time that came down from the mountain fastnesses of the interior passed thru Ponce on its way to the Playa in the quaint old bullock carts. Now the whizzing trolley car carries all classes as passengers and special trucks have been put on for the transportation of freight, so that American enterprise is rapidly creating new conditions along the ancient highway, flanked by the glorious flamboyant trees.

An expedition of scientists has left Boston to explore among the hidden cities in western Afghanistan and the Crimea. The expedition is provided with funds by the Carnegie institute. Its members include Mr. Pompelly, of Newport, R. I., his son who will superintend the geographical work of the enterprise, and three assistant archeologists.

The section of the world to be explored has never before been searched by scientists, so that the work of the party is awaited with widespread interest. The buried cities of the desert remain as they have for centuries past, and what will be discovered is merely a matter of conjecture, altho the party expects that its efforts will be rewarded by the finding of many ornaments and possibly some gold of the early Aryans.

Prof. Karl Pearson, of London, recently declared his belief that mental as well as physical qualities are inherited from parents. "The British professional and working men," he said, "lack intelligence. But the remedy is not to be sought in foreign methods of instruction or in technical education. Intelligence must be bred, and we are ceasing to breed it as we did fifty or one hundred years ago. We are at the beginning of an epoch which will be marked by a dearth of ability. For the last forty years the intellectual classes, enervated by wealth or love of pleasure, or following an erroneous standard of life, "have ceased to give us the men we want to carry on the ever-growing work of our empire, to battle in the forefront of the struggle of nations."

Civilization is a good thing, but it has its drawbacks. Those in charge of the National Hospital for the Insane Indians at Canton, S. D., report that there are thirty-four patients and more rooms are needed. A number are hopelessly insane. The physicians say that the chief

cause of insanity is despondency, then domestic difficulties, bereavements, and disappointments. Before they were obliged to live on reservations and give up hunting and fishing, or wander around where they chose, no insanity appeared. The plan of giving them employment is practiced. Whatever puts them back into Indian ways benefits the patients.

### Timber Tests at St. Louis.

How a forest of valuable timber may be grown in a score of years and made a source of profit within six to eight years will be demonstrated at the St. Louis exposition. This exhibit will be under the auspices of the International Society of Arboriculture. The variety of the catalpa tree, known as Speciosa, will be the basis of the work, and the great value and adaptability of this wood will be shown in various forms. The catalpa is indigenous to the Wabash bottom lands in Illinois and Indiana, but it may be grown in any part of the United States. The value of the timber is just beginning to be understood, but its marvelously quick growth will undoubtedly solve many problems.

In the World's fair exhibit a section of railroad will be built to show the adaptability of catalpa timber for ties. Old ties that have been in use for thirty-two years, and not yet showing any signs of decay, will be on view. In this connection it is interesting to remember that the life of an average oak tie is seven years. Fence posts will be exhibited that can be proved to have been in use for 100 years. A Dayton, O., car-building plant will exhibit a section of a palace car, all of the timbers, inside and out, being of catalpa wood. It possesses all the requirements for such work, being strong and susceptible to a fine finish.

The Arboriculture Society's exhibit will show how catalpa forests may be grown anywhere within a few years. The seeds are planted in rich garden soil and in a short time they spring up. The young shoots should be transplanted within a year, for the roots reach out in every direction and the best results are obtained from early transplanting. The trees should be set out in spaces of eight feet in every direction. The growth is exceedingly rapid, being uniformly one inch in diameter for each year. When they are six inches thru it is best to thin them out by cutting down each alternate row, and then each alternate tree in the rows that remain. These trees may be used for posts and ties. After the thinning out process the growth of the tree continues at the uniform rate of one inch in diameter each year.

Catalpa trees, at eighteen years old, often attain a height of 100 feet, thus yielding a large return of splendid lumber. Among the large railroad systems which recognize the value of this tree is the Illinois Central. It has planted 200,000 catalpa trees near DeQuoin, Ill. The same road is planting similar forests in Mississippi.

### Dead Letters.

More than 10,000,000 pieces of mail matter went astray last year. That was an increase of 850,000 over the number in the year before.

Of these 10,000,000, 7,000,000 were letters and packages which have never found their owners—9 per cent. more than in the previous year.

No less than 48,000 letters and 41,000 packages were found in the mails without any addresses at all. At least 100 letters are mailed so every day in the week.

There were nearly 700,000 merely misdirected letters and packages, exclusive of postal cards, in last year's mails, an increase of more than 20 per cent. These the department managed to set on the right course.

But out of all the 10,000,000 pieces of mail matter that passed thru the dead letter office, only 1,250,000 pieces could be returned to their owners.

Of the letters opened in the office 51,400 contained money. Altogether the office took out \$49,000 in currency, and besides this 52,000 more letters contained bank checks, money orders, drafts, and other forms of money, till altogether there was \$1,500,000. Some of this money was in blank envelopes, with not a trace of either

sender or intended recipient. More than \$13,000 could not be returned, so it was turned in to the government treasury.

More than 80,000 persons sent their photographs in wrappers so badly or so imperfectly addressed that nobody could tell for whom the pictures were intended. Besides photographs and currency, 249,000 letters contained postage stamps. Uncle Sam was the gainer of \$5,000 from that source alone.

#### Progress in Material Industries.

"The Progress of the United States in its Material Industries" is the title of a statistical statement presented by the department of commerce and labor thru the annual report of the chief of the bureau of statistics. The table pictures conditions in the great industries and material interests of the United States in 1903, where such figures are available, and compares those conditions with those of earlier years, running back, where possible, to the year 1800.

Area, population, wealth, public debt and the interest thereon, gold and silver production, money in circulation, savings-bank deposits and depositors, value of money of the country, value of farm products, imports and exports of principal articles and total of imports and exports, railways in operation, number of post-offices, receipts of the post-office department, many other subjects indicating in various ways the financial, industrial, and commercial condition of the country are included in the tables, which give opportunity to compare present conditions with those of earlier years. In area, for example, the total in 1903 is 3,025,600 square miles, against 2,980,959 square miles in 1850, and 827,844 square miles in 1800. These figures do not include Alaska or the islands belonging to the United States.

The population in 1903 is stated at 80,372,000, against 23,191,876 in 1850 and 5,308,483 in 1800. The wealth of the country is stated at 94 billions of dollars in 1900, and presumably 100 billions would not be an unreasonable estimate for 1903, while for 1850 the wealth of the country stood at 7 billion dollars, no estimate being given for any year earlier than 1850. The per capita wealth is set down at \$1,235 in 1900 and \$307 in 1850, having thus more than quadrupled meantime. The interest-bearing debt in 1903 is 914 million dollars, against 1,724 millions in 1880 and 2,046 millions in 1870. The per capita indebtedness of the country in 1903 is \$11.51, against \$60.46 in 1870, and the interest per capita, 32 cents in 1903, against \$3.08 in 1870.

Gold and gold certificates in circulation in 1903 for the first time exceeded one billion dollars, or, to be exact, 1,031 millions, against 810 millions in 1900, 232 millions in 1880, and 25 millions in 1870. The total money in circulation in 1903 is 2,367 million dollars, against 1,429 millions in 1890, 973 millions in 1880, 675 millions in 1870, and 435 millions in 1860. The per capita money in circulation in 1903 is \$30.21, against \$26.94 in 1900, \$19.41 in 1880, and \$13.85 in 1860. Deposits in savings banks in 1903 are 2,935 million dollars, against 1,524 millions in 1890, 550 millions in 1870, and 149 millions in 1860. The value of manufactures for the census year 1900 is given at 13 billions of dollars, against 5½ billions in 1880, and less than 2 billions in 1860. Railways in operation in 1902 are 203,132 miles, against 166,703 miles in 1890, 93,262 miles in 1880, 52,922 miles in 1870, 30,626 miles in 1860, and 9,021 miles in 1850.

#### A Wonderful Country.

There is a plateau in Africa, directly under the equator, about 8,000 feet high, that is suited for white people. It is as large as New York state and all kinds of vegetables flourish there and the soil is very fertile. The mean average temperature is 67 degrees at 9 A.M., and 73 degrees at noon; at night it is often 47. There are large forests of timber, fine grazing and tillable lands. This is an elevation of 2,000 feet higher than Denver, Col. The native tribes are not yet entirely friendly, but are improving. It is called the Nandi territory, or Kenya, or Ukamba, according to the tribes inhabiting it.

#### A Chair of Poultry.

How to raise chickens will be taught at the University of Missouri. The curators have decided to offer a full course. A short course in poultry raising was offered last year, but this year the study is to be put on an equal plane with the studies in the other departments and full instructions in the breeding and handling of domestic fowls and the production of eggs will be given.

The reasons for extending the course is due to the increasing importance of the poultry industry and the remarkable interest manifested at the university last year when the study was first introduced. The records show that it proved to be the most popular course ever offered at the university. A number of the professors enrolled themselves as students and entered the department. The highest grades in the class were made by two members of the faculty.

The poultry business has become one of the leading industries in Missouri, the annual income being estimated at over ten millions of dollars.

#### Negro Insanity.

Dr. W. A. White, of the Government Hospital for the Insane at Washington, D. C., takes the ground that "the proportion of insane is highest where we find the greatest congestion of population, and, therefore, where the stresses incident to active competition are most severe."

The negro remains sane despite his unhygienic surroundings so long as he remains in the country, but fails when, thrown upon his own physical and mental resources, he enters the strife for existence in Northern cities. "In Georgia there was 1 insane negro to 1,764 of the colored population in 1880, while in New York the ratio was 1 to 333, or almost exactly the same ratio as for the white population."

"In Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia, the ratio of colored insane is 1 to 1,277, while for the whites in the same territory it is 1 to 456. In other parts of the United States the ratio of colored insane is 1 to 542, while for the whites it is 1 to 520. The ratio of colored insane in the United States, minus the Southern states, is, then, almost exactly the same as the ratio for the white insane."

#### Spontaneous Combustion.

Spontaneous combustion arises from the combination of two or three substances under the right conditions. Thus, damp lampblack will ignite in the rays of the sun and so will cotton waste moist with lard or other animal oil. New printer's ink on paper, when in contact with a hot steam pipe, will ignite quickly. Chips, shavings, or turnings should not be kept in wooden boxes, for the oily waste, which is not infrequently thrown among them, adds greatly to danger of fire from this source.

#### Yerba Mate.

A new interest is being manifested in the South American tea much used in Argentina and Chile. Mate (pron. mah'-tay) is a shrub growing wild in the forests of Paraguay and the neighboring districts of Brazil; the botanical name is *Ilex Paraguensis*; it is a species of holly. It is also planted and cultivated to some extent; the product of the plantations is superior to that from the forests. The leaves and green shoots are rich in caffeine and to this its stimulating effects are due. The leaves are withered, rolled, put in bags, and distributed over the South American countries, where it is used extensively. The decoction is drunk without sugar, as it is quite sweet; it is a substitute for tea and coffee. In 1898 seven thousand tons were exported.

A fine set of Physiological Models (for school use), in handsome oak case, that cost \$140—as good as new for sale at nearly half cost. Exceptional opportunity for High or Normal school. Address Models, care SCHOOL JOURNAL, 61 E. 9th st.

Dyspepsia is difficult digestion, due to the absence of natural digestive fluids. Hood's Sarsaparilla restores the digestive powers.

## Letters.

## Corporal Punishment Again.

The request of the New York city principals that the board of education allow corporal punishment to be administered in the New York schools has led to a great deal of discussion upon the subject even in Illinois.

It seems to the writer that the letter of Dr. Bogen in THE SCHOOL JOURNAL of Nov. 28 in which he pleads for the enactment of laws prohibiting corporal punishment does not state the case fairly either from the standpoint of the parent or the teacher.

In a recent series of parents' meetings held in the different ward schools of this city the subject of corporal punishment was discussed informally by nearly 75 per cent. of the parents present with the result that nearly everyone expressed himself or herself as opposed to corporal punishment from principle, yet nearly everyone likewise considered it as absolutely necessary in those few cases that could not be reached by other means. Nearly everyone considered it as far preferable to the suspension of the pupil or expulsion from the school.

Dr. Bogen says, "The country school has its own difficulties." He fails to note that the country school does not have the parental school back of it to aid in the solution of its bad boy problems. A principal of a Chicago school recently said to the writer, "We have no bad boy problems. If a boy is sent to me for discipline I say to him, 'Do you wish to retain your place in this school?' The boy generally concludes that he does. A second offence removes him from the school."

"What becomes of him?"

"The parental school."

Such methods are impossible to a conscientious teacher in the smaller cities.

Dr. Bogen says, "The child attending school ought to know at least that it is protected by law from the brutal, sometimes uncalled for cruelty of the teacher." It is this statement to which the writer takes exception and for two reasons. If New Jersey has such teachers as the above statement would imply the remedy is not to be found in a law abolishing corporal punishment, but rather in such a careful selection of the teachers employed as will give New Jersey a better class of teachers. The enactment of such a prohibitory law is an insult to the intelligence and humanity of the teaching fraternity. If the boards of education will let "pull" and "favoritism" or the policy of saving a few dollars in a teacher's salary govern their selection rather than fitness, training, and conscientious work, then we need protection from our school boards rather than from the "brutality of teachers." The remedy is in the hands of the people and they can apply it when they will.

Again the effect of the knowledge of such a law upon those pupils who are disposed to cause trouble is often the very thing that causes the trouble. The writer remembers an experience in a school in which a few boys were permeated with the idea that "No teacher dares touch me, my father says so." The result was that either corporal punishment had to be administered or the pupil dismissed from school. One punishment was sufficient to prove the point to all, but it was a necessity and proved a blessing to the pupil and the school. Imagine the effect of a prohibitory law upon the half dozen bullies often to be found in the country school or the smaller cities. Would Dr. Bogen like to undertake such a school under such conditions? I know of no surer way to foster anarchy in a school than to have it generally understood that "the teacher dares not punish us."

I believe every teacher worthy of his or her profession abhors corporal punishment. They feel degraded in its application. They know that its frequent occurrence is a sign of their weakness and unfitness to govern. These facts alone are a sufficient protection to the child. It is the duty of the school board to employ only such teachers. There is no need of a prohibitory law. The

common sense of the teacher and public opinion are a sufficient guarantee in such cases. M. G. CLARK.  
Princeton, Ill.

## He Saw Me After School.

By JOHN L. SHROY, Philadelphia.

When, in dreamy reminiscence, I go back to boyhood days,  
And review the scenes and trials that were then along life's ways,  
There is one that stands out boldly as a summer evening cool,  
Of the boy that shook his fist and said he'd see me after school.  
I do not know what thing I did, nor whether bad or good;  
I may have answered what he missed and trapped him as I should,  
I may have jabbed him with a pin when he could not jab back,  
Or, maybe, placed upon his seat an upright little tack;  
It matters little what it was or that it broke a rule,  
But this I know, he shook his fist and *saw* me after school.

I thought, when boyhood days were past, such things would cease to be,  
But, as I sit in manhood's school, the old scene comes to me;  
The words are slightly changed, of course, but there's the silent threat.  
Within the angry whisper, "I'll be even with him yet."  
And other words I've heard men use that had a bluish tint,  
And somewhat of a sulphur smell that can't be shown in print.  
There's something very human in these acts of yours and mine;  
In acts that rise above them there's a touch of the Divine;  
For, great as ocean's breadth exceeds a noisome little pool,  
Are minds that never say nor *think*, "I'll see him after school."

## Society of College Teachers of Education.

Meeting to be held in connection with that of the Department of Superintendence, N. E. A., at Atlanta in February.

The program of this society will consist of preliminary reports from the chairmen of the several committees appointed to collect data regarding the work in pedagogy in colleges and universities in this country and abroad, as follows:

History of Education—Prof. Elmer E. Brown, University of California.

Organization and Administration—Prof. Paul H. Hanus, Harvard university.

The Theory of Education—Prof. Charles De Garmo, Cornell university.

Practical Work—Prof. James E. Russell, Teachers College, Columbia university.

Educational Psychology—Prof. Ella Flagg Young, University of Chicago.

M. V. O'SHEA, Secretary.

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON,

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870, it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

From this office are also issued four monthlies—THE TEACHERS' INSTITUTE, THE PRIMARY SCHOOL (each \$1.00 a year), and EDUCATIONAL FOUNDATIONS, \$1.50 a year, presenting each in its field valuable material for the teachers of all grades, the primary teacher and the student; also OUR TIMES (current history for teachers and schools), monthly 50c. a year. A large list of teachers' books and aids is published, and all others kept in stock, of which the following more important catalogs are published:

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E. L. KELLOGG & CO., Educational Publishers,

61 East Ninth Street, New York.

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## Notes of New Books.

*Our Government, Local, State, and National*, by Prof. J. A. James, Ph.D., and Prof. A. H. Sanford, M.A.—The subject matter contained in this book partially represents the plan pursued by the authors as teachers of civil government for a number of years in high school, academy, and normal school. The aim of the authors has been not only to bring the actual workings of the institutions under which the student lives into prominence, but to give such accounts of the origin and early development of forms of government as will assist in explaining their process of growth. While some of the discussions and many of the suggestive questions are intended to make students realize more completely their duties as citizens, many more having a local bearing will occur to teachers.

Teachers are beginning to realize that there is no more important subject taught in school than civil government. The one great object in the state opening and maintaining public schools is that the children may be taught in the principles of self-government. If the school does not teach the subject in a satisfactory way, it is not only losing a great opportunity, but shirking its duty. It is therefore gratifying to see the increasing number of books on civil government, of which the one in hand is one of the best. It will prove a very satisfactory text-book, especially for students in secondary schools. (Charles Scribner's Sons, New York. Price, \$0.75.)

W. E. C.

I don't know who Beatrix Potter is, but whoever she is, she can write a really good, children's story. And that is as high a compliment as I know how to pay her. There are hundreds of bright women writing stories for children, but the number of those who can write good, original ones, can be counted on the fingers of two hands. The three charming little stories, *The Tale of Peter Rabbit*, *The Tale of Squirrel Nutkin*, and *The Tailor of Gloucester*, are published separately as little booklets. They are illustrated with dainty little pictures in color, they cost fifty cents apiece, and they will drive away the bluest blues of blue Monday. And the teacher knows that is saying a great deal. They are nice for the children to read themselves, they are nice to be read aloud, or they are nice to give your best friend for a holiday or birthday present. (F. Warne & Co., New York, publishers.)

C.

*The Tree-Dwellers: The Age of Fear*, by Katherine Elizabeth Dopp, of the University of Chicago.—This book is the first of a series which attempts to meet a need that has been felt for several years by parents and physicians, as well as teachers, supervisors, and others. This series seeks to facilitate the transitional movement in education which is now taking place by presenting educative materials in a form sufficiently flexible to be readily adapted to the needs of the school that has not yet been equipped for manual training, as well as to the needs of the one that has long recognized practical activity as the essential factor in its work. *The Tree-Dwellers*, designed for primary grades, marks the beginning of a systematic attempt to relate the industrial movement to the educational process as a whole. The industrial and social experience of the race is that which appeals to the child. The volume makes clear to the child how people lived before they had fire, how and why they conquered it, and the changes wrought on society by its use. It also tells about gathering food, weaving, building, making tools and weapons, wearing trophies, and securing cooperative action by means of rhythmic dances. (Rand, McNally & Company. Price, \$0.45.)

L. G. F.

*Ferns*, a manual for the Northwestern states; with analytical keys based on the stalks and on the fructification. With more than two hundred illustrations from original drawings and photographs. By Campbell E. Waters, Ph.D., Johns Hopkins.—Botanists find the ferns the most difficult plants for study. This is especially true of identification, since most tables depend upon minute features that can be recognized only by the use of high powers of the compound microscope and then rarely by any except the most expert. But Dr. Campbell Waters has set to work to find features that can be more readily recognized. The result is a table where identification is based upon the appearance of the stem when cut across, only a common pocket lens being required. The ordinary tables based on the fruits are also given.

After an introduction which gives the general descriptions of most of the ferns, a section discusses the process of reproduction, with numerous illustrations of the spore cases in different stages. Young plants are also shown, so leading to the necessary caution in identifying ferns at different life periods. The principles of classification follow, with brief general features of the several genera. Following the tables full descriptions of all the ferns known to occur in the Eastern states are given, so making the book a complete reference list for the student. The illustrations are photographs for the most part, some taken in the field, and others in the laboratory. This makes the book scientifically ac-

curate as well as elegant and attractive. It should be in every school and public library, as well as at the hand of every fern lover. Much new matter relating to location and range of common species is found in the descriptions. (Henry Holt & Company, New York.)

L. F. G.

*Biblische Geschichten: Selections from Wiedemann's Wie ich meinen Kleinen die biblischen Geschichten erzähle* Edited with questions and vocabulary by Lewis A. Rhoades, Ph.D., professor of German at the University of Illinois.—In his "Easiest German Reading" Professor Hempl suggests the more familiar passages of the Bible as reading matter, because the student is thus enabled to concentrate his powers upon the language. Professor Rhoades has done well in selecting Wiedemann's unusually well and simply told stories instead of portions of the Bible. The first two stories are accompanied by questions and answers. This is proper, for the student and teacher frequently need some guidance in the manner in which conversational work should be undertaken. The book is meant for students of the first semester and cannot be commended too highly. (Henry Holt & Company, New York.)

Paul Grumann, Ph.D.

*With Thomas in Tennessee* is another historical story by Edward Robins, the author of "Chasing an Iron Horse." In that story he described the adventures of young George Knight during the famous locomotive chase in Georgia. In this new story are depicted some of the experiences of Knight while he was serving as aid on the staff of Gen. George H. Thomas. Some of the incidents are founded on actual occurrences; it is unnecessary, however, to draw a dividing line between the real and the fiction; the general historical picture is correct.—(George W. Jacobs & Company. Price, \$1.00.)

*The Vagabond*, by Frederick Palmer.—This is a story by one who has distinguished himself as a correspondent, and is known to many readers by a series of strong short stories. This is his first novel. It is a stirring war story of the days of 1861-65. Mr. Palmer writes of war as if he knew what it was, but the chief interest centers in its hero—a memorable character whose "search for a mountain, a mine, and a girl" is strenuous enough to belie his nickname. No one has lately written about love and war with more truth and spirit than Mr. Palmer. (Charles Scribner's Sons, New York. Price, \$1.50.)

*A Daughter of the Rich*, by M. E. Waller, is a story that will interest both young and old. It tells of a happy summer spent in the Green mountains, and a pleasant winter in New York. The principal characters are Hazel Clyde, the daughter of a New York millionaire, and Rose Blossom, a Vermont girl. The story is well told and full of bright incidents and lively conversations. Several excellent illustrations are furnished by Ellen Bernard Thompson. (Little, Brown & Co., Boston. Price, \$1.50.)

*Jack, the Fire Dog*, by Lily F. Wesselhoeft.—This story is a tribute to the sagacity and faithfulness of a dog that for many years shared the fortunes of a city fire-engine. He was much beloved by the members of the company, as well as by a large circle of outside friends, especially children. Mrs. Wesselhoeft has written no better animal story than this. The book will direct attention to the hardships to which fire-fighters are exposed, and the heroism with which they do their duty. Among the characters are a blind boy and his devoted friend. The illustrations are by C. W. Ashley. (Little, Brown & Co., Boston. Price, \$1.00.)

### Gives "Go"

#### Food That Carries One Along.

It's nice to know of food that not only tastes delicious, but that puts the snap and go into one and supplies staying power for the day.

A woman says: "I have taken enough medicine in my time to furnish a drug store, but in later and wiser years I have taken none, but have depended, for the health—I now enjoy, on suitable and sustaining food of which I keep on hand a tested variety, plain but nourishing.

"Of these my main dependence is Grape-Nuts, especially if I have before me a day of unusual effort, either mental or physical. In this case I fortify myself the first thing in the morning with about 4 teaspoonfuls of Grape-Nuts moistened with cream and not much else for breakfast, and the amount of work I can then carry through successfully without fatigue or exhaustion is a wonder to those about me and even to myself.

"Grape-Nuts food is certainly a wonderful strengthener and is not a stimulant, for there is no reaction afterwards, but it is sustaining and strengthening, as I have proved by long experience." Name given by Postum Co., Battle Creek, Mich.

There's a reason four teaspoonfuls of Grape-Nuts and cream will add more strength and carry one further than a plateful of coarse, heavy food that is nearly all waste. Grape-Nuts food is condensed, pre-digested and delicious. It contains the parts of the Wheat and Barley grains that supply the rebuilding parts for Brain and Nerve Centres.

Look in each package for a copy of the famous little book, "The Road to Wellville."

## The Educational Outlook.

Oxford university has granted one considerable privilege to students from foreign universities. A student who has passed two years at a foreign university and attained a certain standard, will be able to get his A. B. degree from Oxford in two years instead of three.

Prof. N. S. Shaler, dean of the Lawrence Scientific school, apparently believes in corporal punishment. He has been obliged to give up one of the most popular courses at Harvard on account of rowdyish conduct on the part of the students. He says:

"Yes, I have decided to give up the course, at least as an elective course. There are about twenty-five little ragamuffins whom I wish to get rid of. I wish I could spank the scamps. That is the reason for my action in discontinuing the course."

A code for modern language teaching in the schools of France has been issued recently. It is based on the direct method and provides for a six years' course. For the first two years the teaching is essentially oral. During the next two years the teaching becomes more theoretical. Grammar takes an important place, but the rule must always follow the examples given. In the final two years' work composition and the study of style predominate. The pupils are not expected to write word for word translations, but to produce a suitable version of the text in accordance with the spirit of the foreign language.

It was announced at the forty-ninth convocation of the University of Chicago that donations amounting to \$1,850,000 had been received from John D. Rockefeller. Of this amount \$1,500,000 is in real estate in the immediate vicinity of the university. Of the remainder \$245,000 is for the current expenses of the university for the year beginning July 1, 1904; \$53,000 is for the completion of the power plant and the improvement of the grounds, and \$50,000 for the work of excavation and exploration in Oriental lands.

The Meriden, Conn., school committee has decided not to engage married women as teachers in the public schools. Now there is no city, of any size in Connecticut that does not draw the line on married women. In most cases, however, provision is made for retaining any married teacher who may be already employed.

In Stamford, last July, a teacher was married who had been re-engaged for the present year. Before school opened in September another teacher was appointed in her place. The school board took the ground that by being married the teacher lost her position.

Prof. Alexander Graham Bell, inventor of the telephone, has gone to Genoa, Italy. He is to convey to the Smithsonian institution at Washington, D. C., the remains of James Smithson, founder of the institution, who died at Genoa in 1829. Mr. Bell's action was taken under the sanction and authority of the regents of the institution.

The plans for the interment of Smithson's remains in Washington have not been fully arranged. It is intended, however, to erect a tomb on a suitable site and to inter the body with fitting services.

The late Washington Corrington, of Peoria, Ill., left his entire estate, valued at \$750,000, for the founding of an educational institution at Peoria. It is to be known as Corrington institute and university. The estate is to be managed by trustees until it reaches a value of \$1,500,000, when work is to begin.

Prin. Augustus F. Scarlett, of the work in manual training was one of the most important subjects discussed by the convention. A paper on the subject was read by Louis A. Bacon, supervisor of manual training in Indianapolis, and the discussion was opened by W. S. Hizer, supervisor of manual training at Richmond, and Pres. W. W. Parsons, of the State Normal School. Another important subject that came up was "A Permanent Teaching Profession." One of the most interesting of the addresses was that by Prof. Elmer B. Bryan on "The Fiftieth Annual Session."

Prof. J. M. Van Vleck, of Wesleyan university, has completed a half-century of service in the mathematical department of that institution. He has recently resigned the vice-presidency of the university which he has held for the past thirteen years.

### For Tenure of Office

At a meeting of the Interlake Council of Schoolmen, held at Penn Yan, N. Y., May 9th, 1903, a committee on tenure of office of teachers was appointed and instructed to report at the next meeting. The committee made the following report which was unanimously adopted at a meeting held in Penn Yan, N. Y., Nov. 7, 1903:

"Believing that the present system of annual appointment of teachers throughout the state is unbusinesslike in principle; detrimental to the best interest of our schools and tends to humiliate those engaged in teaching;

And knowing that legislation has effected a more permanent tenure of office in New York city and has greatly increased the efficiency of the teaching force of that city,

We, the members of the Interlake Council of Schoolmen, would respectfully ask the co-operation of the State Council of School Superintendents, the State Associated Academic Principals, the State Teachers' Association and the Grammar School Principals' Association to unite in formulating and urging the necessary legislation at the next session of our state legislature of such a measure as will give to the teachers of the state a more permanent tenure of office.

Among other things we believe the bill should provide for the following:—

FIRST—That no teacher, after service in the same school for three successive years, shall be removed except for cause.

SECOND—This act should apply to all cities, all incorporated villages, all union free school districts and all districts organized under Special Act of the State Legislature.

THIRD—That this act shall apply to all teachers who have already served three years and who receive their next regular appointment." C. WILLARD RICE,

President.

N. WINTON PALMER, Secretary.

### The Indianapolis Meeting

At the fiftieth annual session of the Indiana State Teachers' Association, held in Indianapolis, considerable attention was given to the social features. A large amount of time was devoted to special and general musical programs. A concert was given in which the Richmond high school chorus and orchestra, and choruses from the Terre Haute and Connersville public schools participated. In the general program there was music by pupils from the Indiana School for the Blind, the Richmond high school chorus and orchestra, and the Indianapolis Manual Training high school orchestra.

One of the interesting features of the convention was the exhibition of grade work in manual training. The Indianapolis, Richmond, and East Chicago schools were represented by meritorious exhibits. In addition grade

### Bible Reading in Kentucky.

Judge Harbeson, of the Kentucky Circuit court, has rendered a decision on Bible reading in the schools which is of great interest. The Rev. Thomas Hackett, a Catholic priest, brought an injunction suit against the school trustees of Brooksville. He asked that they and the teachers in the public schools be restrained from reading the Bible and offering prayer in the schools on the ground that it was a violation of the constitution.

The judge dismissed the petition at the cost of the plaintiff and says that the Bible is the foundation of all Christian governments, and he does not see how it is sectarianism to read it in schools.

The priest held the use of the Bible to be contrary to law as coming under the head of sectarian books. On this point the court ruled:

"The people of the state of Kentucky, notwithstanding the flings that may be made at them, and the people of the United States are Christian people. The Bible, the revealed will of God to man, not only prescribes man's duty to God and to his fellowmen from a religious point of view, but it is the basis of all moral ideas and of the principles upon which our national and state governments are founded.

"As to the offering of prayer at the opening of the school to the God of the universe it is accepted by all Christian people as to the creator, preserver, and benefactor of the human race."

### Frank Howard School, No. 2.

The Frank T. Howard School No. 2, of New Orleans, has been formally presented to the city. This is the second school given by Mr. Howard within two years. At the formal exercises of presentation the donor made a presentation speech, and the building was accepted for the city by Mayor Paul Capdeville, and for the school board by E. B. Krutschmitt. Miss Emma Aitkens, principal of the school, assisted in showing the visitors about the building. The structure, which cost upward of \$60,000, is of brick, with two stories of brick, and basement and ornamentations of terra cotta. There are twelve attractive class-rooms, all furnished in the most approved manner. The basement is inclosed with glass, and divided into two great compartments to serve as play-grounds in bad weather.

The building is supplied with filtered water from an immense tank in the attic, which has a capacity of 60,000 gallons. Each floor is supplied with a drinking fountain. In the basement are four of these fountains, and as many lavatories.

### The Southern Educational Bureau.

This bureau which was established in 1891 and at present probably locates more teachers than any other Agency in the South, is completing plans for branch agencies in Richmond, Atlanta, St. Louis and Fort Smith. Teachers desiring positions or deserving promotion should write for professional and financial references with full particulars. CHARLES J. PARKER, Gen. Mgr., Raleigh, N. C.

## The Metropolitan District.

The regular meeting of the New York Schoolmasters' club, to be held at the "St. Denis," Saturday evening, January 9, will be "Ladies' Night."

William S. Hurley, of Brooklyn, will speak on "Pictures in the Schools," and Dr. Frank Damrosch, director of music, Manhattan, will discuss "Songs in the Schools." The Columbia university quartette will furnish music.

A regular meeting of the New York Association of High School Teachers of German will be held in New York university, Washington square, on Saturday, January 16, at 10:30 o'clock. A. Werner Spanhoofd, of Washington, D.C., will speak on "The Scope and Character of the Work of the First Year of German."

Steps are being taken to save the vacation schools, if possible. Clergymen, politicians, educators, business and professional men have expressed a desire to assist in saving them. The twenty-six principals of the evening recreation centers have formed a committee with James E. Finigan, of Center 117, Brooklyn, as chairman, and Edwin W. Brouse, of Center 160, Manhattan, as secretary. This committee has as its object the saving of the centers with their summer modifications.

The board of education still holds to its position on dismissals in stormy weather. At the last meeting it was declared inexpedient at this time to permit principals, when in their judgment this seems necessary, to continue sessions until two o'clock, the school be dismissed then for the day.

The board of superintendents in a recent report says:

"The discussion which took place in the board of education to annul said privilege developed the fact that the privilege had in many instances been grossly abused."

"No principal would enforce the rule for the detention of pupils in case, for example, a fire in a nearby building should threaten to beget a panic in and around the school."

"It must also be borne in mind that the many thousands of children who are now on part time would of necessity have their school time seriously curtailed by the adoption of the proposals of the principal."

On the opening of the winter term, Oliver D. Clark became principal of Richmond Borough high school, No. 1. Mr. Clark was born in Wayne county, N. Y., in 1858, and was educated at the district school and the Geneseo, N. Y., normal school. In 1884 he was graduated from Rochester university.

After graduation Mr. Clark was principal of the public school at Victor, N. Y., and of the academy and union school at Baldwinsville. In 1888-89 he studied science at Johns Hopkins university. Since 1889 he has been a teacher in the natural science department of the Brooklyn boys' high school. He has been secretary and president of the Brooklyn Teachers' Association, and president of the Brooklyn institute, zoology department, and of the New York Association of Biology Teachers. At present he is treasurer of the Brooklyn Teachers' Aid Association.

The New York Evening High School for Women re-opened for the second term on Jan. 4. Owing to the completion of a new laboratory, special opportunities are now afforded for the study of chemistry. Valuable courses are also given in anatomy and physiology. Students are prepared for the examinations of the state board of regents and the civil service in any of the subjects offered.

James A. Renwick, of Flushing, has been appointed a member of the board

of education to succeed Edward V. W. Rossiter, resigned. Mr. Renwick is a lawyer, a graduate of Columbia, and during the past three years has been a member of the local school board for the borough of Queens. Richard B. Aldcroft has also been appointed to the board in place of James B. Connery who refused a reappointment.

City Supt. Maxwell recently spoke in New Rochelle on "Education After the Elementary Schools." He opposed free license on the part of high school students to choose the course of study to be followed after entering the high school. He claimed that at fourteen, the age at which the average child enters the high school, he is too immature to say what is best for him.

Dr. Maxwell said that the health of the children of the public schools was of paramount importance. Education that overlooked physical health could never be called practical.

The educational museum of Teachers college has had on exhibition an extensive collection of old Japanese prints, loaned by Sogo Matsumoto. The well-known Japanese artists of the last century were all represented. Works of Hokusai, Hiroshige, Shunsho, and Utagawa, who was the first to depict popular Japanese life, were shown. Particularly prominent were the vividly colored landscapes of Hiroshige, the only great landscape artist of Japan, and several studies by Hokusai, the greatest Japanese artist, all were remarkable for their soft tints and delicate colorings.

Prin. John W. Davis has written a pleasant little history of the early days of New York. It is called "Four New York Boys: A Story of New York in Aboriginal and Colonial Days." It shows the four periods when the city was inhabited by Indians, the Dutch, the English, and finally by what is called the American boy. The history carries him to the days when the last boatload of English left New York.

The first meet of the Public School Athletic League on December 26 was a great success. Not only was the number of boys engaged in the sports large, but the attendance exceeded the brightest anticipations.

Dr. Luther H. Gulick, director of physical culture, has expressed himself as greatly pleased with the interest the boys take in athletics. He believes this will develop them into splendid men.

The meet was such a success that the league intends now to hold games on some athletic field, and to devote two or three days to it. The first meet will come in September.

Adolph Lewisohn has presented a collection of rare books and manuscripts to Columbia university. Among them is a first edition of Plutarch's "Opera Moralia," printed in 1508. The copy is an extremely beautiful one. There is also an edition of "Quintilianus," printed by Aldus, in 1514, bound in the original stamped leather binding, and with the signature of Bonifacius Amerbach, a son of the Basle printer. As Amerbach was an intimate friend of Erasmus, and the inheritor of his library, it is conjectured that the volume just presented to Columbia once belonged to the famous Dutch scholar.

Frederick S. Oliver, of Ballard, Calif., writes: Antikamnia tablets have done grand service in alleviating women's pains. Shall take much pleasure in recommending them in various nerve and inflammatory pains. Druggists sell them, usually charging twenty-five cents a dozen. Camping and outing parties will do wisely by including a few dozens in the medical outfit.

### Tie-up in Principalships.

The "Gooley" teachers are playing an important part in the current educational history of Greater New York. As a result of the "Gooley" decision several teachers were placed on the eligible list for principals. The board of superintendents nominated five of them as principals, and they were rejected by the board of education. As they were nominated as principals of specified schools they contended that their rejection by the board for such schools could not act as a bar to their consideration for appointment to other schools. They at once obtained an injunction to sustain their contention. This injunction has just been sustained by Justice Fitzgerald.

The injunction practically prevents the nomination of a woman as a principal in New York. It restrains the board of superintendents from nominating any one as principal from the eligible list of women principals save from the three highest on that list. It also prohibits the board of education from appointing any person as principal unless such person shall have been nominated by the board of superintendents in accordance with the terms of the injunction. Justice Fitzgerald says:

"The claim of the plaintiff Adeline E. Anderson upon this proceeding, briefly stated, is that her rejection by the board of education as a candidate for principal of a school in District No. 1 upon her nomination therefor by the board of superintendents cannot operate to destroy what she vigorously insists is her right to have her availability as a candidate in another district, where a vacancy in a similar position exists, again submitted to the appointing power for consideration. The standing not only of this plaintiff but of all other teachers who hold licenses issued to them prior to the date when the Greater New York charter took effect depends upon the determination of this action."

"It is a matter, therefore, of the highest importance, not only to the persons immediately interested, but to the orderly and harmonious operation of the various agencies constituting the entire school system of this city, that all of the issues involved be settled upon a trial, and it may well be assumed that the claim of an action of this nature, when application is properly made, will be recognized to preference upon the calendar. The disposition of the parties, too, as manifested upon this hearing, is to interpose no unnecessary delay. There is no question but that the nomination of plaintiff was made for a particular district, and that the appointing power could only consider her qualifications within the limits of that nomination."

"Is it unreasonable, then, for her to dispute the proposition that her rejection upon that nomination constitutes a rejection of her generally for the same position in all of the forty-six districts into which the city is divided? A careful reading of section 1090 of the revised charter impresses me with the conviction that to refuse the injunction *pendente lite* in view of the consequences reasonably to be apprehended, from all the facts before me, as the result of such refusal would be to deny to plaintiff her day in court."

### Teachers' Pension Fund.

The committee of the various teachers' associations on pension legislation has presented its report to the by-law committee of the board of education. The report advises the establishment of a permanent pension fund, to consist of the unexpended balance credited to the fund on Dec. 31 last, of all legacies or bequests hereafter made to the fund,

and of all balances not applied to pensions after 1903. This fund is not to be drawn upon as in no one year will the charges against the pension fund be permitted to exceed the income for that year. The fund from which pensioners are paid is to be made up of the five per cent. of the excise moneys of the per cent. salary deductions, and of all money from unexcused absences.

In order to maintain the fund from year to year the old Brooklyn system of having the teachers agree to contribute a certain fixed per cent. of their salaries has been adopted. The graded pension schedule is to be used.

Teachers are to be retired on the recommendation of a retirement board, consisting of the city superintendent, two associate superintendents and two representatives of the teachers, the latter to be elected by the board of education for one year.

Regarding deductions, it is proposed that all members of the supervising and teaching force contribute one per cent. of their salaries, and that only half pay be deducted for absence for those who contribute, and that this be refunded as provided under existing laws. Absence due to serious or long protracted personal illness and injury sustained or disease contracted in performance of duty is to be excused with full pay. Non-contributors to the fund will not have absence deductions refunded.

#### The Educational Council.

At the last meeting of the New York Educational Council the members were treated to an exceptionally interesting talk by Jacques W. Redway on "Geography." Dr. Redway criticised the average course of study, which he thought would lead one to believe that all children have the same capacity for receiving the same kinds and amounts of information in the same time. He believed that the only way to acquire a knowledge of geography was by hard work, but its teaching should be kept suited to the age of the pupil. He said in part:

"Geography teaching has been in a chaotic state for some time, but now we have evolved something like a firm basis. The first two years of geography study should be given to observation and oral work. This is adapting the course of study to the development of the child. In addition the teaching of the subject should be adapted to the environment of the locality.

In the fourth, fifth, and sixth years great stress should be laid upon memory work. There should be just as much memory work as there ever was. Great use should be made of the text-book. Of course every geography teacher should adapt the text to suit her own personality. The only requirement is that the work have organization and unity. The pupils must come in contact with peoples and places. Then the topography and climate should be connected with the people and their industries.

In the last school years the correlation of geography and history should be made emphatic. Advanced geography should be in no way a retouching of the work done in the elementary grades. The teacher must show how climate, topography, and heredity are molding history. He must bring out the commercial idea in geography or the children will lose the best part of the subject. Unless the pupils understand the connection between commerce and history they are not getting what they have a right to expect. Commerce accounts for history, and commerce is wider geography. The course of study must be adapted to meet this condition."

Mr. Redway closed his address with a plea for stopping the cutting down of time in geography work.

#### Board of Education Meeting

The financial matters disposed of at the last meeting of the board of education have already been noticed in these columns. A number of other important matters were disposed of. A resolution was introduced with the purpose of having the board meet semi-monthly. The positions of supervisors and directors of physical training for the boroughs of Manhattan and the Bronx, Queens, and Brooklyn were abolished as unnecessary. There were created in their place the positions of assistant directors. The present directors, Dr. Requa, Miss Jessie Bancroft, and W. J. Ballard, were elected assistant directors.

A long report was submitted relative to the Grade A license decision. The report held that the method of rating suggested by the courts was both unfair and impracticable, and the most equitable manner was to put all on the list on an equal basis.

The following amendments to the by-laws were adopted:

Sec. 60, subdiv. 1—Limiting the monthly expenses of the nautical school to \$867 per month, instead of \$850 as at present.

Sec. 65 to read: "In the case of applicants who have been ten years on the teaching force of the high school of the city of New York, the maximum age for the position of first assistant shall be, for a man fifty-five years, and for a woman fifty years."

Sec. 75, subdiv. 9—Amended to provide that the per capita appropriation for supplies should be based on the figures for the month showing the largest registration.

Sec. 81, subdiv. d—Graduation from a satisfactory high school course, or an equivalent academic education; seven years' satisfactory experience in teaching, including either two years of teaching in grades of the last two years of the New York City public elementary schools, or five years of teaching in secondary schools; and the completion of satisfactory university or college courses in the subject in which the applicant seeks a license, amounting to not less than 120 hours, at least thirty of which shall have been in the science of education. For applicants for license to teach commercial subjects, or stenography and typewriting, satisfactory experience in business may be accepted, year for year, in lieu of any part, not exceeding five years of the required experience in teaching, and satisfactory commercial courses of study may be accepted in lieu of the required college courses."

Sec. 68, subdiv. i—High school graduation, and the completion of one and one-half years of satisfactory work in a state normal school located within the city of New York."

The last amendment was presented because of the difficulty of securing substitutes in the boroughs of Queens and Richmond, whereas by the amendment it will be possible to draw upon the Jamaica normal school for substitutes.

The two departments of P. S. No. 56 were ordered consolidated under the direction of Alice F. Parle.

Dr. Maxwell presented the following comparative report for November: Elementary schools—1902, 480,033; 1903, 515,783; high schools—1902, 15,654; 1903, 17,781; training school—1902, 645; 1903, 693. Truant school—1902, 105, 1903, 134.

The following principals of elementary schools were appointed and transferred: William A. Kottman, P. S. No. 7B, and Frank A. Schmidt, P. S. No. 34B, Manhattan; Caroline R. Gipner, P. S. No. 33; Joseph A. Haniphy, P. S. No. 37; James A. O'Donnell, P. S. No. 53, and Sidney M. Fuerst, P. S. No. 55, Brooklyn. Transferred—Edward Mandel, P. S. No. 34B to P. S. No. 188B; Elijah D.

Clark, P. S. No. 1 to P. S. No. 31, Bronx, and Susie Bussing, P. S. No. 31 to P. S. No. 1, Bronx.

The following teachers were retired on their own application: Jan. 1 1904—George W. French, P. S. 66, Brooklyn; Emma A. Keeler, P. S. 26, Brooklyn; Amelia C. Lee, P. S. 105, Manhattan; Emma A. Reynolds, P. S. 31, Bronx; Julia L. Barberie, P. S. 17, Brooklyn; Georgetta W. Quinn, P. S. 14, Richmond.

Feb. 1, 1904—Principal James Priddy, P. S. 122, Brooklyn; Kittie E. Hillyer, P. S. 18, Brooklyn; Mary G. Ithell, P. S. 13, Brooklyn; Armenia Schaefer, P. S. 14, Brooklyn; Marion Chrystie, P. S. 76, Manhattan; Sarah A. Small, P. S. 72, Manhattan; Catherine L. Barberie, P. S. 48, Brooklyn.

The resignation of Superintendent Simmons from the supply department was accepted, and Acting Superintendent Patrick Jones was elected to succeed him.

#### Evidence of Age Required.

The question of the admission of children to school below the legal age has been up for solution for some time. In the crowded districts hundreds apply for admission who are obviously under age. The parents are willing to sign any sort of affidavit in order to get their children admitted. On the other hand, when the children are in the upper grades the parents add to their age in order to get them at work as early as possible.

The board of superintendents has advised the following amendment to the by-laws in order to combat the desire on the part of poor parents to get their children into school at too early an age, and later to put them to work when they should be in school:

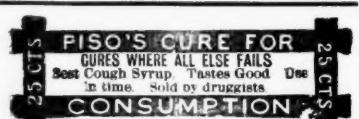
"In admitting a new pupil the principal shall ascertain and record the birth date of such pupil. The principal shall require the person in parental relation to the child to produce a certificate from the department of health, a passport, a baptismal certificate, or some other satisfactory evidence of the date of birth. When such evidence is not immediately available, the child, if apparently over eight years of age, shall be admitted on condition that the necessary record of birth be produced. When such evidence of birth is not produced and the child afterward applies for a certificate of school attendance in order to obtain a permit to go to work such certificate may be withheld until evidence is produced that he is of the requisite age."

"A child who, in the opinion of the principal, is not six years of age, shall not be admitted to the grades of the elementary school until the requisite evidence of school age shall have been produced.

"A child shall not be admitted to a kindergarten until the requisite evidence of age shall have been produced."

#### Milo and Red Tape.

Milo, in the Brooklyn *Eagle*, furnished a short time since, some of the victims of red tape in the New York schools an opportunity to relieve their pent-up feelings on this subject. His invitation read as follows: "All persons having any opinion as to whether education is now in danger of strangulation by red tape are requested to state succinctly and in language fit to print the definite reasons for their belief or the specific items of clerical work which may be dispensed with for the benefit of the proper work of the school.



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One complaint begins with list of persons who now send letters, requests, directions, and orders to the principals. The list includes: The district superintendent, the division superintendent, the city superintendent, the superintendent in charge of truancy, the superintendent in charge of St. Louis exposition, the director of music, the director of drawing and manual training, the director of sewing, the director of cooking, the director of physical training, the supervisor of lectures, the secretary of the board of education, the deputy superintendent of buildings, the committee on care of buildings, the superintendent of school supplies, the chairman of the committee on supplies, committee on evening schools, the attendance agents."

The protestor continued as follows: "One man at Fifty-ninth street has such a prolific circular generator within him that he lays one daily, and on Sundays he lays two. When a school man gets the mail he counts on a circular from this official as sure as sunrise."

"I feel that much of our reporting, like our estimates of supplies, our repetition of the names of teachers each month on the superintendent's formidable report, and our invoice of paper and books on hand, is never looked at. Unproductive labor is irritating. I believe that most of the clerical work required of teachers is irritating for the same reasons. Another cause of objection, I think, is a feeling that clerical work is uneducative to the worker. It is drudgery, it shows no progress, it suggests a narrow rut, it increases the possibility of discoverable error and chances of being corrected. In teaching we make errors, but many of them escape unnoticed. In clerical work the error comes out in the proof, and no good reason can be given to justify the mistake. This is mortifying. We dislike to have put upon us any more work that implies the possibility of our being corrected. Most of us construe a correction into a reprimand."

"I find that I feel contempt for a schoolmaster who takes impressions of

his letters in a tissue book and indexes them; my natural view of a teacher who sorts papers or letters in an alphabetical file is low. A principal who quotes the by-laws exactly or keeps the minutes of the board of education, or is familiar with the educational chapter of the city charter, is instinctively judged by me as small, pedantic, punctilious and lacking in force. This is a trace of the same feeling of contempt I used to feel for any teacher who looked in a dictionary or encyclopedia. We think we ought to be above all this."

Free Lectures.

The program for the second course of free lectures given under the auspices of the board of education has been arranged by Dr. Henry M. Leipziger. The course seems unusually attractive and of great educational value. The lectures began on Jan. 4 and will continue for two months.

Among the lecturers will be Dr. Myrie N. Bolles, Dr. William Campbell and Bradley Stoughton, all of Columbia, who will give demonstrations on metallurgy; Dr. Frederick Sykes, six lectures on "English Writers of the Nineteenth Century;" Prof. Adolph Cohn, six lectures on the great French writers; Prof. Henry E. Crampton, six lectures on "The Principles of General and Human Evolution;" Prof. Alfred Vance Churchill, and James H. Canfield, librarian of Columbia on "The History of Civilization." Prof. Mary S. Woodman, of Columbia, will give a course of lectures at the Baron de Hirsch Trade school on "Household Arts and Modern Industries," and Miss Helen M. Day of Teachers College will lecture on cooking.

Among others on the list are Prof. Bristol, of New York university, on "Bermuda Life;" Prof. John S. McKay of Packer institute, on "Recent Discoveries in Physical Science;" Prof. Peckham, of Adelphi college, eight lectures on practical chemistry, and Prof. E. R. Von Nardroff, of Erasmus Hall high school, eight lectures on "Heat as a Mode of Motion."

Examination Licenses.

An examination in certain subjects, of applicants for license in promotion, qualifying the holder to teach in grades 7a, 7b, and 8a of the elementary school course, and of applicants for license as teacher of a graduating class will be conducted at the hall of the board of education as follows: Thursday January 14, 1904, at 2 P. M.: Stenography, Latin, French, German, Friday, January 15, 1904, at 2 P. M.: Principles and Methods of Teaching.

Applicants for license for promotion must have the following qualifications: The holding of License No. 1, successful experience in teaching, as determined by records and reports of superintendents and principals, equivalent to three years' experience in the public schools of the city of New York, including one year's experience in the city of New York.

Applicants for license as teacher of a graduating class must have the following qualifications: The holding of a license for promotion, or a higher license for elementary schools; satisfactory experience in teaching equivalent to five years' experience in the public schools of the city, two of which shall have been in the grades of the last two years of the elementary school course.

Each applicant must pass an examination, as follows: Examination in the principles and methods of teaching, examination in one of the following subjects: Stenography; principles and practice of stenography, English grammar, composition, letters and business forms; Latin; grammar, translation, prose composition, history of the literature; French and German as in Latin.

Appropriations Reduced.

The plans for the wholesale reduction of allowances and consequent curtailment of work in many departments of the New York schools were made by a special committee of seven. In outlining the situation the report shows that the original estimate of the school system for 1904 included two principle items. The first was \$17,264,974 for the general school fund, comprising salaries of teachers and other items mostly mandatory. The second was \$5,995,497 for the special school fund including repairs to buildings and furniture, supplies of all kinds, fuel, salaries of janitors and other items. The committee declares that while this estimate exceeded the amount allowed for 1903 by \$2,951,102, it was made necessary by the very great increase "which had taken place during the year in every department of the system, and by the certainty of a continued increase during the year to come." The board of estimate decreased the amount asked for by \$2,347,454.

Using these figures for a basis the committee has recommended the disposition of the funds as follows: For salaries of teachers in elementary, high and training schools, special teachers, supervisors, &c., for 1904, but not including new teachers to be appointed after Jan. 1, \$15,076,756.32; for the increase of salaries, made obligatory by the Davis law, \$211,027.89; for corporate schools, \$280,950; for supervision of the system, including salaries of associate and district superintendents, examiners, supervisors of special branches, &c., \$219,000; for compulsory education (attendance officers, &c.), \$66,750, (\$91,750 originally asked for.)

Deducting these allowances from the total general school fund there remains a balance of \$446,399. To this balance may be added \$125,000 by transfer of unexpended balances, and from the state funds apportioned for training schools and high schools, and from the reduction of the number of mixed classes, \$140,972. These additions make a total available balance of \$712,371.

In the opinion of Dr. Maxwell 580 additional teachers must be appointed during 1904 in the elementary, high, and training schools to care for the increased attendance. Their salaries will require not less than \$200,000. This reduces the balance to \$512,371. But this balance is confronted by these amounts applied for. Evening schools, \$697,050; recreation centers and vacation schools \$307,079, and evening lectures \$81,000—a total of \$1,085,129.

By reducing the evening school sessions one-fourth and by a slight reduction of teachers' salaries, it is calculated that the amount required for evening schools in 1904 may be reduced from \$697,050 to \$433,715. The committee's report concerning this reads: "During the past year there has been a marked increase in attendance at the evening schools and evening high schools, and the work done by them has shown exceedingly satisfactory results. It is therefore with great regret that the committee presents the suggestions referred to, which will, unless by appeal additional funds may be obtained, impair to a considerable extent the work of this part of our system so important to a large and deserving portion of our people, and made more necessary than before by the amendments of the compulsory attendance law."

From the balance remaining it is proposed to spend \$60,000 on the evening lecture system, a reduction of \$21,000 from the amount originally asked for. The recreation centers and vacation schools are to be abolished. By this arrangement there will remain a surplus of only \$18,656 for contingent or the emergency requirements of the entire school system.

# WORMS

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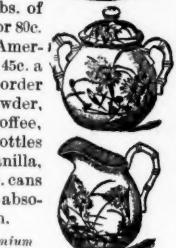
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The January *St. Nicholas* is good enough to open the new year happily for any boy or girl so fortunate as to receive its monthly visit. There is a fine list of fiction, all attractively illustrated. Of more serious articles there is no lack either. Among these are "The Signs of Old London," "How We Bought Louisiana," and "A Word About Wireless Telegraphy."

Many schools have been organized as school cities in various parts of the United States, says a writer in *Four-Track News*, but, so far, only one city—the City of Brotherly Love—has taken up the work officially and systematically. In 1898, the first school city was organized in Philadelphia. Between New Year's day and the summer vacation of 1903, twenty-one additional school cities were organized in the public schools, and he hopes in the following months to have the privilege and pleasure of organizing, or helping the principals to thus organize the children of every other school in that city.

This method ought to be rapidly extended in the schools of the United States and elsewhere. The only check to it is lack of money to employ harvesters, for the field is ripe and the people in many cities, smarting under municipal misrule which is largely the result of the apathy on the part of educated people for their political duties, will gladly welcome those who are competent to introduce the methods into the schools.

### The Spirit of Winter.

The Spirit of Winter is with us, making its presence known in many different ways—sometimes by cheery sunshine and glistening snows, and sometimes by driving winds and blinding storms. To many people it seems to take a delight in making bad things worse, for rheumatism twists harder, twinges sharper, catarrh becomes more annoying, and the many symptoms of scrofula are developed and aggravated. There is not much poetry in this, but there is truth, and it is a wonder that more people don't get rid of these ailments. The medicine that cures them—Hood's Sarsaparilla—is easily obtained and there is abundant proof that its cures are radical and permanent.

To California for the Winter.

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## All Stuffed Up

That's the condition of many sufferers from catarrh, especially in the morning. Great difficulty is experienced in clearing the head and throat.

No wonder catarrh causes headache, impairs the taste, smell and hearing, pollutes the breath, deranges the stomach and affects the appetite.

To cure catarrh, treatment must be constitutional—alterative and tonic.

"I was afflicted with catarrh. I took medicines of different kinds, giving each a fair trial; but gradually grew worse until I could hardly hear, taste or smell. I then concluded to try Hood's Sarsaparilla, and after taking five bottles I was cured and have not had any return of the disease since." EUGENE FORBES, Lebanon, Kan.

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Cures catarrh—it soothes and strengthens the mucous membrane and builds up the whole system.

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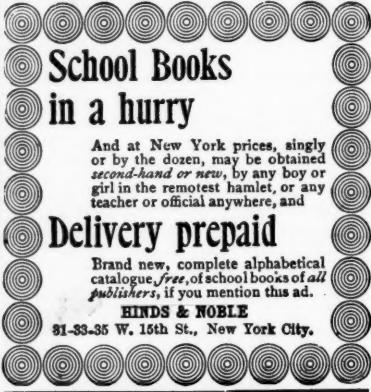
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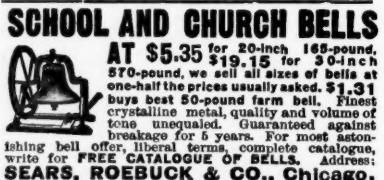


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